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ABSTRACT

This collection of training materials has been compiled and organized as a resource for providing support to regional dissemination and school improvement projects and activities. The materials comprise a broad spectrum of resources applicable to the training needs of personnel in intermediate and local education agencies, state departments of education, and Regional Exchange organization in four major areas: (1) education; (2) management/organization development; (3) personal growth; and (4) trends in social change. Materials included in the collection cover a wide variety of topics and approaches relative to training needs in each of the four major areas of emphasis. The primary audience for the collection are those with staff development or training responsibilities. (JD)

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COLLECTION OF TRAINING MATERIALS

An Annotated Bibliography

by
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August 1985

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COLLECTION OF TRAINING MATERIALS

Introduction

This collection of training materials has been compiled and organized as a resource for providing support to regional dissemination and school improvement projects and activities. The materials comprise a broad spectrum of resources applicable to the training needs of personnel in Regional Exchange organizations, state departments of education and intermediate and local education agencies, in four major areas: I. Education, II. Management/Organization Development, III. Personal Growth and IV. Trends in Social Change.

The process of bringing about change in schools can often be a difficult and discouraging task. Change agents, including educational personnel with staff training responsibilities, often meet with such barriers as resistance, apathy and confusion. When combined with a lack of awareness as to why change is needed and hence, why training is necessary, the barriers can seem insurmountable. However, change often occurs regardless of what individuals want or do not want. Therefore, if change is to be planned rather than chaotic, knowledge of resources that address a wide range of training needs and concerns and how these resources will affect and bring about change is vital.

The training resources in this collection enable the staff of the Northwest Regional Exchange to respond to requests from clients in designing training events, consulting about training programs, tailoring training materials, preparing training modules and developing strategies for change and school improvement.

The materials are also intended for use in conducting consultative sessions with clients visiting the offices of the Dissemination Services Program at the Northwest Regional Educational Laboratory (NWREL), by providing the staff with opportunities to demonstrate ways of selecting, tailoring and implementing training designs and programs.

Questions regarding the collection, use of the collection or development of a similar resource, may be directed to Joseph Pascarelli, Director, Northwest Regional Exchange, NWREL, 300 S.W. Sixth Avenue, Portland, OR 97205, or by calling toll-free 1-800-547-6339.

Content

Materials included in the collection cover a wide variety of topics and approaches relative to training needs in each of the four major areas of emphasis. The materials may speak to one or more of the following:

Major Areas of Emphasis	Content Descriptors
I. Education	• Training/Consultation/Technical Assistance
II. Management/Organization Development	• Staff Development • Implementation • Organization Development
III. Personal Growth	• Workshop/Conference • Curriculum and Instruction
IV. Trends in Social Change	• In-Service Education • Reports/Research • Dissemination/Diffusion • Organizational/Educational/ Personal Change • Communication/Teleconferencing/ Networking • Management • Leadership • Parent/Community Involvement • Assessment/Evaluation • Multicultural/Cross-Cultural

In addition, the materials are catalogued according to their primary audience or target group: elementary/secondary; administrator/executive; adult/continuing education; and teacher/trainer.

Resources in the collection include print materials such as books and periodicals as well as nonprint materials such as 16mm film, 35mm filmstrips, videotape, reel and cassette tapes. Fictional works are also included.

Format

At the beginning of the collection, a grid displays the titles of the resources included in the collection under the four major topical areas and designates the categories covered by the material. The grid also indicates whether the resource is print or nonprint and gives the primary audience or target group for the work. The page number given after the title tells where the annotation of that work is located in the collection. The purpose of the grid is to assist trainers and other educators in determining, at a glance, which materials are most applicable and appropriate to their needs.

Following the grid are annotations of the collected materials given in alphabetical order by title. The annotations appear under each of the four areas of emphasis, which have been color-coded for easy reference. Bibliographic entries are given after the titles.

Using the Collection

As has been noted, primary audiences for the collection are those with staff development or training responsibilities. However, the materials can also be used by various groups in other ways. For example, a group of interested citizens may want to select materials to stimulate discussion or help explain the need for planned change in a specific area. Teachers may want to collect materials that give information on new classroom approaches or practices. Others may wish to use the collection to locate resources that provide more in-depth information on issues of special local interest.

Those who access the collection should remember that the resources are not final answers; rather, they provide information that can help in the design, preparation and improvement of training events.

COLLECTION OF TRAINING MATERIALS

EDUCATION

MAJOR AREA OF EMPHASIS: EDUCATION	Page Number of Annotation	Content Descriptors: T.A./Training/Consultation	Staff Development	Implementation	Organization Development	Workshop/Conference	Curriculum and Instruction	In-Service Education	Reports/Research	Dissemination/Diffusion	Org/Ed/Personal Change	Com/Tele/Networking	Management	Leadership	Parent/Community Involvement	Assessment/Evaluation	Cross-Cultural/Multicultural	Primary Audience-Target Group: Elementary/Secondary Education	Administrator/Executive	Adult/Continuing Education	Teacher/Trainer	Type of Material: Print	Nonprint	Fiction
1. (THE) ACADEMIC ADMINISTRATOR GRID	1												X	X					X			X		
2. ADMINISTRATIVE AND STAFF RELATIONSHIPS IN EDUCATION: RESEARCH AND PRACTICE IN IGE SCHOOLS	1								X		X			X				X				X		
3. ADULT DEVELOPMENT IS IMPLICIT IN STAFF DEVELOPMENT	1		X					X					X							X	X	X		
4. (THE) ADULT'S LEARNING PROJECTS: A FRESH APPROACH TO THEORY AND PRACTICE IN ADULT LEARNING	2			X					X											X		X		
5. ADULTS TEACHING ADULTS	2		X					X												X	X	X		
6. AIDS-ING IN EDUCATION	2	X	X					X							X			X		X	X	X		
7. ALTERNATIVE PERSPECTIVES FOR VIEWING EDUCATIONAL ORGANIZATIONS	3				X						X		X						X			X		
8. ANDROGOGY IN ACTION: APPLYING MODERN PRINCIPLES OF ADULT LEARNING	3			X					X											X		X		
9. AWARENESS LEARNING AND SKILL DEVELOPMENT	3	X									X								X			X		
10. (THE) CHANGE AGENTS' GUIDE TO INNOVATION IN EDUCATION	4								X		X	X	X	X							X	X		
11. CHANGE PROCESSES IN THE PUBLIC SCHOOLS	4								X		X		X	X					X			X		
12. CHECKLISTS FOR USE WITH THE CHANGE AGENTS' GUIDE TO INNOVATION IN EDUCATION	5	X									X							X			X	X		
13. CIRCLES OF LEARNING: COOPERATION IN THE CLASSROOM	5						X		X									X			X	X		
14. CLASSROOM RESEARCH: WHAT WE KNOW AND WHAT WE NEED TO KNOW	5						X		X									X			X	X		
15. COLLECTION OF EXERCISES FOR TRAINERS. SKILL TRAINING. PSTC-I: PREPARING EDUCATIONAL TRAINING CONSULTANTS	6	X	X			X															X	X		
16. CONSULTATION FOR INNOVATIVE SCHOOLS: OD FOR MULTIUNIT STRUCTURE	6		X						X		X							X				X		
17. CONSULTING. PSTC-II: PREPARING EDUCATIONAL TRAINING CONSULTANTS	6	X	X			X															X	X		
18. CONSUMER EDUCATION RESOURCE INVENTORY: A REFERENCE MANUAL FOR CONSUMER EDUCATORS	7								X			X									X	X		
19. (THE) CULTURE OF THE SCHOOL AND THE PROBLEM OF CHANGE	7										X								X				X		
20. CURRICULUM BUILDING FOR ADULT LEARNING	7						X		X											X		X		
21. CURRICULUM INQUIRY: THE STUDY OF CURRICULUM PRACTICE	8						X		X										X			X		
22. CURRICULUM LABORATORY 1978	9						X					X						X			X	X		
23. CUTTING BACK: RETRENCHMENT AND REDEVELOPMENT IN HUMAN AND COMMUNITY SERVICES	9		X										X		X				X			X		
24. (THE) CUTTING EDGE: CURRENT THEORY AND PRACTICE IN ORGANIZATION DEVELOPMENT	9				X				X										X			X		
25. DIAGNOSING CLASSROOM LEARNING ENVIRONMENTS	9		X					X													X	X		
26. DIAGNOSING PROFESSIONAL CLIMATE OF SCHOOLS	10		X		X				X		X								X			X		
27. (THE) DIFFUSION SIMULATION GAME	10										X							X			X	X	X	
28. DIRECT MEASURES OF WRITING SKILL: ISSUES AND APPLICATIONS	11															X		X			X	X		
29. DON'T BLAME THE KIDS	11								X		X				X				X			X		
30. (THE) DYNAMICS OF PLANNED EDUCATIONAL CHANGE	11			X							X		X	X				X				X		
31. ECOTOPIA	12										X							X	X		X	X		X
32. EDUCATING FOR A NEW MILLENNIUM: VIEWS OF 132 INTERNATIONAL SCHOLARS	12										X							X	X			X		
33. EDUCATION AND ECSTACY	12										X							X	X		X	X		
34. EDUCATION FOR UNCERTAINTY	13										X							X		X		X		
35. EDUCATION IN THE 80s: MULTIETHNIC EDUCATION	13						X				X				X	X		X			X	X		X
36. EDUCATIONAL CHANGE: A HUMANISTIC APPROACH	13	X						X			X										X	X		
37. EDUCATIONAL DISSEMINATION AND LINKING AGENT SOURCEBOOK	14	X			X		X			X	X							X			X	X		

1031s

MAJOR AREA OF EMPHASIS: EDUCATION		Content Descriptors																	Primary Audience-Target Group				Type of Material		
	Page Number of Annotation	T.A./Training/Consultation	Staff Development	Implementation	Organization Development	Workshop/Conference	Curriculum and Instruction	In-Service Education	Reports/Research	Dissemination/Diffusion	Org/Ed/Personal Change	Com/Tele/Networking	Management	Leadership	Parent/Community Involvement	Assessment/Evaluation	Cross-Cultural/Multicultural	Elementary/Secondary Education	Administrator/Executive	Adults/Continuing Education	Teacher/Trainer	Print	Blueprint	Fiction
38. (THE) EDUCATIONAL INFORMATION CONSULTANT LEARNING TEAM TRAINING MANUAL	14	X				X				X											X	X		
39. (AN) EDUCATIONAL LEADER'S HANDBOOK FOR HUMANIZING AND INDIVIDUALIZING INSTRUCTION	14	X	X			X		X										X			X	X		
40. EDUCATIONAL PROGRAMS THAT WORK	15							X	X	X		X			X			X		X		X		
41. EDUCATIONAL PROJECT MANAGEMENT INSTRUCTIONAL SYSTEM (EPMIS). MODULE II	15			X															X			X		
42. EFFECTIVE CLASSROOM MANAGEMENT AT THE BEGINNING OF THE SCHOOL YEAR	16								X				X								X	X		
43. EFFECTIVE PRINCIPAL: EFFECTIVE SCHOOL	16				X						X			X					X			X		
44. EFFECTIVENESS OF CONCERNS-BASED STAFF DEVELOPMENT IN FACILITATING CURRICULUM IMPLEMENTATION	17		X	X			X		X							X		X				X		
45. (THE) ELEMENTARY SCHOOL PRINCIPAL: AN IN-BASKET SIMULATION EXERCISE	17				X								X	X					X			X		
46. EVALUABILITY ASSESSMENT: MAKING PUBLIC PROGRAMS WORK BETTER	17															X			X			X		
47. EVALUATION WORKSHOP I: AN ORIENTATION	18	X				X										X					X	X		
48. FEDERAL PROGRAMS SUPPORTING EDUCATIONAL CHANGE, VOL. VIII: IMPLEMENTING AND SUSTAINING INNOVATIONS	18			X					X		X								X			X		
49. 50 STRATEGIES FOR EXPERIENTIAL LEARNING: BOOK ONE	19	X	X					X										X			X	X		
50. GOOD SCHOOLS: WHAT MAKES THEM WORK	19						X		X					X					X			X		
51. GROUP PROCESSES IN THE CLASSROOM	19			X							X			X				X			X	X		
52. (A) GUIDE TO EVALUATION TRAINING MATERIALS, VOLUME II	20	X					X									X					X	X		
53. GUIDE TO PACKAGING YOUR EDUCATIONAL PROGRAM	20									X									X		X	X		
54. GUIDEBOOK FOR EVALUATING DISSEMINATION ACTIVITIES--RESOURCES FOR NIE PRACTITIONERS	20									X	X	X	X			X					X	X		
55. HANDBOOK OF COMPREHENSIVE PLANNING IN SCHOOLS	21			X									X						X			X		
56. HUMAN BRAIN AND HUMAN LEARNING	21						X		X		X								X			X		
57. HUMAN SERVICES AND RESOURCE NETWORKS	21											X		X					X			X		
58. (A) HUMANISTIC PSYCHOLOGY OF EDUCATION: MAKING THE SCHOOL EVERYBODY'S HOUSE	22						X		X		X								X			X		
59. IMPROVED INSTRUCTION: TAKE 10 STAFF MEETINGS AS DIRECTED	22	X	X					X										X			X	X		
60. IMPROVING SCHOOL CLIMATE: LEADERSHIP TECHNIQUES FOR EDUCATORS	22										X			X				X	X			X		
61. IMPROVING SCHOOLS: USING WHAT WE KNOW	23								X	X	X								X			X		
62. IN-SERVICE EDUCATION AND TEACHERS' CENTERS	23						X	X													X	X		
63. IN-SERVICE EDUCATION ISSUES: STATE ACTION FOR IN-SERVICE	24							X											X			X		
64. IN-SERVICE EDUCATION: PRIORITIES FOR THE 80s	24							X											X			X		
65. INSTRUCTIONAL PRODUCT SELECTION KIT (IPSK)	24	X	X			X															X	X		
66. (THE) INTERMEDIATE SCHOOL PRINCIPAL: AN IN-BASKET SIMULATION EXERCISE	24		X		X									X					X			X		
67. INTERNATIONAL PERSPECTIVES ON EDUCATIONAL CHANGE	25								X		X										X	X		
68. INVENTORY FOR CURRICULAR AND INSTRUCTIONAL IMPROVEMENT	25	X					X														X	X		
69. LATERAL THINKING	25						X		X									X			X	X		
70. LEADERS OF SCHOOLS: FIRO THEORY APPLIED TO ADMINISTRATORS	26								X				X	X					X			X		
71. LEADERSHIP AND AMBIGUITY: THE AMERICAN COLLEGE PRESIDENT	26				X								X	X					X			X		
72. LEADERSHIP VARIABLES ASSOCIATED WITH SUCCESSFUL SCHOOL IMPROVEMENT	26			X							X		X	X					X			X		
73. LEARNING FROM CONFLICT: A HANDBOOK FOR TRAINERS AND GROUP LEADERS	27	X			X	X															X	X		

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MAJOR AREA OF EMPHASIS: EDUCATION	Page Number of Annotation	Content Descriptors: T.A./Training/Consultation	Staff Development	Implementation	Organization Development	Workshop/Conference	Curriculum and Instruction	In-Service Education	Reports/Research	Dissemination/Diffusion	Org/Ed/Personal Change	Com/Tele/Networking	Management	Leadership	Parent/Community Involvement	Assessment/Evaluation	Cross-Cultural/Multicultural	Primary Audience-Target Group: Elementary/Secondary Education	Administrator/Executive	Adult/Continuing Education	Teacher/Trainer	Type of Material: Print	Monprint	Fiction
74. LINKING PROCESSES IN EDUCATIONAL IMPROVEMENT: CONCEPTS AND APPLICATIONS	27									X	X	X							X			X		
75. MAKING CHANGE HAPPEN	27			X							X								X			X		
76. MAKING THE GRADE	28								X		X								X			X		
77. MAPPING NEW SCHOOLS: A SERIES OF NEW-SCHOOL PLANNING GUIDES	28			X							X				X				X			X		
78. MAXIMIZING LEADERSHIP EFFECTIVENESS	29								X				X	X					X			X		
79. MEASURING LEVELS OF USE OF THE INNOVATION: A MANUAL FOR TRAINERS, INTERVIEWERS AND RATERS	29			X					X		X								X			X		
80. MEASURING INNOVATION CONFIGURATIONS: PROCEDURES AND APPLICATIONS	29			X							X								X			X		
81. MODELOG: A CATALOG OF COMPREHENSIVE EDUCATIONAL PLANNING COMPONENT MODELS	30				X						X					X			X			X		
82. MULTIETHNIC EDUCATION: THEORY AND PRACTICE	30						X	X									X				X	X		
83. ORGANIZATION BEHAVIOR IN ACTION: SKILL BUILDING EXPERIENCES	30		X																X			X		
84. ORGANIZATION DEVELOPMENT FOR MANAGERS	31				X								X						X			X		
85. ORGANIZATION DEVELOPMENT IN SCHOOLS	31				X				X	X									X			X		
86. ORGANIZATION RENEWAL: A HOLISTIC APPROACH TO ORGANIZATION DEVELOPMENT	31				X														X			X		
87. ORGANIZATION DEVELOPMENT: VALUES, PROCESS AND TECHNOLOGY	32				X				X		X								X			X		
88. ORGANIZATIONAL DIAGNOSIS: A WORKBOOK OF THEORY AND PRACTICE	32				X								X						X			X		
89. ORGANIZING AND MANAGING THE ELEMENTARY SCHOOL CLASSROOM	33						X		X				X					X				X		
90. ORGANIZING AND MANAGING THE JUNIOR HIGH CLASSROOM	33						X		X				X					X				X		
91. PEOPLE-CENTERED METHODS: A GUIDE TO ORGANIZATIONAL DEVELOPMENT FOR LOCAL SCHOOL DISTRICTS	34				X														X				X	
92. PETC-III: ORGANIZATIONAL DEVELOPMENT IN EDUCATION	34				X				X										X			X		
93. PLANNED EDUCATIONAL CHANGE: A CONCEPTUAL UPDATE OF VIEWPOINTS IN TEACHING AND LEARNING	35								X	X	X								X			X		
94. PLANNING A PROGRAM EVALUATION: AN EDUCATOR'S HANDBOOK	35															X			X			X		
95. POWER AND CONFLICT IN CONTINUING EDUCATION: SURVIVAL AND PROSPERITY FOR ALL?	35																		X	X		X		
96. PRACTICAL POLITICS FOR SCHOOL ADMINISTRATORS	36											X	X						X			X		
97. (THE) PRINCIPAL AND INDIVIDUALLY GUIDED EDUCATION	36			X									X					X	X			X		
98. PRINCIPLES AND PROCEDURES IN TECHNICAL ASSISTANCE: AN APPROACH TO EDUCATIONAL CHANGE	36	X																			X	X		
99. PROBLEM SOLVING AND EDUCATION: ISSUES IN TEACHING AND RESEARCH	37								X										X			X		
100. PROFESSIONAL DEVELOPMENT—SOURCES AND RESOURCES: AN ANNOTATED BIBLIOGRAPHY ON IN-SERVICE EDUCATION	37							X	X												X	X		
101. PROGRAM DEFINITION AND ADAPTATION: IMPLICATIONS FOR IN-SERVICE	37							X			X								X		X	X		
102. PROMOTING, GUIDING AND SURVIVING CHANGE IN SCHOOL DISTRICTS	38										X								X			X		
103. RESOURCES FOR EDUCATIONAL PROGRAM IMPROVEMENT	38								X			X									X	X		
104. (THE) ROLE OF EDUCATION AGENCIES IN IN-SERVICE EDUCATION	38							X											X			X		
105. SCHOOL EFFECTIVENESS: A REASSESSMENT OF THE EVIDENCE	38								X							X			X			X		
106. (THE) SECOND HANDBOOK OF ORGANIZATION DEVELOPMENT IN SCHOOLS	39				X														X		X	X		
107. (THE) SECONDARY SCHOOL DIVISION CHAIRMAN: AN IN-BASKET SIMULATION EXERCISE	39												X						X			X		

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MAJOR AREA OF EMPHASIS:

EDUCATION

	Page Number of Annotation	Content Descriptors: T.A./Training/Consultation	Staff Development	Implementation	Organization Development	Workshop/Conference	Curriculum and Instruction	In-Service Education	Reports/Research	Dissemination/Diffusion	Org/Ed/Personal Change	Com/Tele/Networking	Management	Leadership	Parent/Community Involvement	Assessment/Evaluation	Cross-Cultural/Multicultural	Primary Audience-Target Group: Elementary/Secondary Education	Administrator/Executive Education	Adult/Continuing Education	Teacher/Trainer	Type of Material: Print	Monprint	Fiction
108. (THE) SECONDARY SCHOOL PRINCIPAL: AN IN-BASKET SIMULATION EXERCISE	40												X						X			X		
109. SELECTING LEARNING EXPERIENCES: LINKING THEORY AND PRACTICE	40						X		X										X			X		
110. SENSE AND HUMANITY IN OUR SCHOOLS: A GUIDE FOR THE 1980s	41										X				X				X			X		
111. SITUATIONAL LEADERSHIP FOR PRINCIPALS: THE SCHOOL ADMINISTRATOR IN ACTION	41												X	X					X			X		
112. (THE) SOCIAL REALITIES OF TEACHING	41		X						X												X	X		
113. STABILITY AND CHANGE: INNOVATION IN AN EDUCATIONAL CONTEXT	42								X		X					X		X	X			X		
114. STAFF DEVELOPMENT: NEW DEMANDS, NEW REALITIES, NEW PERSPECTIVES	42		X								X										X	X		
115. STAFF DEVELOPMENT: STAFF LIBERATION	42		X				X														X	X		
116. STANDARDS FOR EVALUATIONS OF EDUCATIONAL PROGRAMS, PROJECTS AND MATERIALS	43															X		X	X	X		X		
117. (THE) STRUCTURE OF SCHOOL IMPROVEMENT	43		X		X						X								X			X		
118. STYLES OF LEARNING AND TEACHING: AN INTEGRATED OUTLINE OF EDUCATIONAL PSYCHOLOGY	44						X		X												X	X		
119. SUPERVISION OF TEACHING	44		X						X										X			X		
120. SYSTEMS CHANGE STRATEGIES IN EDUCATIONAL SETTINGS	44										X								X			X		
121. TEACHER-CENTERED IN-SERVICE EDUCATION: PLANNING AND PRODUCTS	45							X													X	X		
122. TEACHERS, THEIR WORLD AND THEIR WORK: IMPLICATIONS FOR SCHOOL IMPROVEMENT	45								X		X							X	X		X	X		
123. (THE) TEACHING-LEARNING PROCESS	46						X		X									X	X		X	X		
124. TECHNICAL ASSISTANCE IN EDUCATIONAL SETTINGS	46	X		X						X		X									X	X		
125. TRANSFORMING THE SCHOOL'S CAPACITY FOR PROBLEM SOLVING	46				X				X		X								X			X		

1031s

1. THE ACADEMIC ADMINISTRATOR GRID: A GUIDE TO DEVELOPING EFFECTIVE MANAGEMENT TEAMS

Blake, Robert R., Jane S. Mouton and Martha S. Williams. San Francisco, CA: Jossey-Bass Publishers, 1981, 423 pgs.

Descriptors: Management; Leadership; Administrator/Executive; Print.

The authors apply a management approach to the academic setting that has been used in both private and public organizations for almost two decades. Readers are shown how to identify their own administrative style from among the five main styles depicted by the Grid--distinguished by differences in the administrator's concern for institutional performance on the one hand, and concern for people on the other.

2. ADMINISTRATIVE AND STAFF RELATIONSHIPS IN EDUCATION: RESEARCH AND PRACTICE IN IGE SCHOOLS

Lipham, James L. and John C. Daresh (Eds.). Report from the Project on Studies of Administration and Organization for Instruction. Wisconsin Research and Development Center, University of Wisconsin, Madison, WI, 1979, 141 pgs.

Descriptors: Reports/Research; Educational Change; Leadership; Elementary/Secondary; Print.

IGE is a total system of education which has been developed under the leadership of the Wisconsin Research and Development Center for Individualized Schooling (R&D Center). IGE was conceived as a comprehensive alternative form of schooling designed to produce higher educational achievements by providing for differences among students in rate of learning, learning style and other characteristics. This book discusses: (1) the major components of IGE; (2) IGE as an educational change; (3) the organizational structure of IGE schools; (4) leadership and decision making in IGE schools; and (5) IGE as it relates to renewal in education. Abstracts of research studies are included.

3. ADULT DEVELOPMENT IS IMPLICIT IN STAFF DEVELOPMENT

Oja, Sharon N. Journal of Staff Development. vol. 1, no. 2, October 1980, pgs. 7-56.

Descriptors: Staff Development; In-Service Education; Management; Adult/Continuing Education; Teacher Education; Print.

Today, teachers must cope with a variety of demands including students from diverse backgrounds and with widely varied learning styles. Teachers must deal with increased numbers of mainstreamed special education students, increased pressure from parents that all

students succeed; increased responsiveness to basic skills achievement and pressure to teach new curricula that demand new teaching roles. This paper suggests that teachers today need to function as facilitators of the entire process of learning. As managers of the learning process, teachers require specially-designed theory and training which is qualitatively different from that traditionally offered in pre-service and in-service teacher education programs. The paper discusses theories of adult development and implications of the theories to staff development.

4. THE ADULT'S LEARNING PROJECTS: A FRESH APPROACH TO THEORY AND PRACTICE IN ADULT LEARNING

Tough, Allen. Austin, TX: Learning Concepts, 1979, 181 pgs.

Descriptors: Implementation; Reports/Research; Adult/Continuing Education; Print.

This book presents and discusses the broad range of adult intentional learning experiences from self-planned learning to attending classes and conferences. The material is based on eleven major research studies and provides answers to the following: (1) why do adults undertake the learning process?; (2) how common and important are adult learning efforts?; (3) what is the process of learning for an adult?; and (4) what difficulties does the learner face?

5. ADULTS TEACHING ADULTS

Verdum, John R. et al. Austin, TX: Learning Concepts, 1977, 204 pgs.

Descriptors: Staff Development; In-Service Education; Adult/ Continuing Education; Teacher Education; Print.

The education of adults is a complex process, involving diversity of programs, courses and priorities in adult education as well as in the kinds of people promoting adult instruction. Instructors of adults represent a wide range of teaching and nonteaching backgrounds and differ widely in their training and experiences. This book presents current theory, knowledge and practical ideas to assist adult educators in improving their professional behavior in the classroom. The book offers a variety of models, constructs, strategies and techniques to make the adult education process more effective.

6. AIDE-ING IN EDUCATION

Hunter, Madeline and Sally Breit. El Segundo, CA: TIP Publications, 1976, 70 pgs.

Descriptors: Training; Staff Development; In-Service Education; Community Involvement; Elementary/Secondary; Adult/ Continuing Education; Teacher Education; Print.

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This booklet is designed to assist in the training of aides and volunteers. It provides guidelines for the group leader conducting the training sessions and micro-designs for each of the 11 meetings held with aides and volunteers. Reading materials and homework assignments are included.

7. ALTERNATIVE PERSPECTIVES FOR VIEWING EDUCATIONAL ORGANIZATIONS

Clark, David L. et al. (Eds.). San Francisco, CA: Far West Laboratory for Educational Research and Development, 1981, 111 pgs.

Descriptors: Organization Development; Educational Change; Management; Administrator/Executive; Print.

This collection of articles by various contributing authors presents a continuum of ideas on schools and educational systems or organizations. Topics include a discussion of convergence and divergence as ways of thinking about organizations; elements of organizations and alternatives to bureaucratic perspectives.

8. ANDRAGOGY IN ACTION: APPLYING MODERN PRINCIPLES OF ADULT LEARNING

Knowles, Malcolm S. and Associates. San Francisco, CA: Jossey-Bass Publishers, 1984, 422 pgs.

Descriptors: Implementation; Reports/Research; Adult/Continuing Education; Print.

Knowles initiated the concept of andragogy a number of years ago and it has since changed the role of the learner in adult education and human resource development programs. Andragogy is premised on the learner's life experiences and need to be self-directed; it draws from the learner a commitment to learning by capitalizing on the learner's felt needs. And finally, andragogy involves the learner in directing the content and process of his or her own learning. Knowles has related his concept of andragogy to lifelong learning, competency-based learning and contract learning. These ideas and their applications serve as the primary focus of the book.

9. AWARENESS LEARNING AND SKILL DEVELOPMENT

Schindler-Rainman, Eva and Ronald O. Lippitt. In The Laboratory Method of Changing and Learning: Theory and Applications (Benne, Kenneth et al., Eds.). Palo Alto, CA: Science and Behavior Books, Inc., 1975, 589 pgs.

Descriptors: Training; Educational Change; Administrator/Executive; Print.

Laboratory training is characterized by the integration of personal learning and planned action for social improvement and the integration of the affective, valuative and cognitive dimensions of change. This chapter discusses two complementary core areas of laboratory training--the development of awareness and the development of skills. Focal areas include: (1) concepts and methods of awareness learning; (2) concepts and methods of skill development; and (3) the linkage between these two types of learning. The chapter concludes by suggesting ways the two types of learning objectives and activities fit into the larger context of designs for laboratory training.

10. THE CHANGE AGENTS' GUIDE TO INNOVATION IN EDUCATION

Havelock, Ronald G. Englewood Cliffs, NJ: Educational Technology Publications, 1973, 260 pgs.

Descriptors: Reports/Research; Educational Change; Networking; Management; Leadership; Trainer; Print.

An effective leader has two responsibilities: (1) to maintain the system the way it is; and (2) to change the system so it performs better. Much of a leader's time needs to be spent on keeping things going, keeping people motivated and making sure the work of the organization gets done. However, a good leader will also spend time working to change the system--to find better ways, new solutions to old problems and new problems to be concerned about. This book helps the leader and manager know more about, and understand better, the process of change.

11. CHANGE PROCESSES IN THE PUBLIC SCHOOLS

Carlson, Richard O. et al. Eugene, OR: Center for Educational Policy and Management, the University of Oregon, 1974, 92 pgs.

Descriptors: Reports/Research; Educational Change; Management; Leadership; Administrator/Executive; Print.

This publication is a report of a seminar conducted with public school officials. The seminar had as its main objective the enhancement of school officials' understanding of the planned change process and of their skills in carrying out planned change. This publication includes three of the four papers prepared for the seminar, each speaking to specific aspects of planned change, including: (1) barriers to change; (2) planned change and organizational health; (3) directed change in school systems; and (4) the role of research and the innovator.

12. CHECKLISTS FOR USE WITH THE CHANGE AGENTS' GUIDE TO INNOVATION IN EDUCATION

Havelock, Ronald G. Ann Arbor, MI: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research. January, 1973, 27 pgs.

Descriptors: Training; Educational Change; Elementary/Secondary; Trainer; Print.

The Change Agents' Guide to Innovation in Education describes each step in the process of working with client organizations. This workbook is designed to accompany the guide and offers instrumental help via a series of checklists. Instruments in the workbook help trainers assess the following conditions: (1) overall management of a change project; (2) preliminary self-assessment and role definition; (3) who the client is; (4) linkage to the client; (5) diagnosis of a client's problem; (6) awareness and retrieval of information resources; (7) choosing the solution; (8) gaining acceptance; and (9) ensuring continuity.

13. CIRCLES OF LEARNING: COOPERATION IN THE CLASSROOM

Johnson, David W. et al. Alexandria, VA: Association for Supervision and Curriculum Development, 1984, 86 pgs.

Descriptors: Curriculum and Instruction; Reports/Research; Elementary/Secondary Education; Teacher; Print.

Several key messages regarding cooperative learning are offered in this publication from ASCD: (1) the dominant aim in the classroom should be cooperation; (2) the basic elements of the cooperative aim structure are positive interdependence, individual accountability, face-to-face interaction and cooperative skills. In a cooperative learning setting, students must understand that their ultimate performance will be to "sink or swim together;" teachers must be prepared to teach the needed collaborative skills so that cooperative learning can be productive. Successful implementation of cooperative learning in the classroom necessitates professional support from principals, teachers and other staff members, but in the final analysis, requires educators to cooperate with each other.

14. CLASSROOM RESEARCH: WHAT WE KNOW AND WHAT WE NEED TO KNOW

Good, Thomas L. Austin, TX: Research and Development Center for Teacher Education, the University of Texas at Austin, February, 1982, 92 pgs.

Descriptors: Reports/Research; Curriculum Development; Elementary/Secondary; Teacher/Trainer; Print.

Findings of educational research on classrooms over the last thirteen years are reviewed in this paper, and future research needs are identified. Good concludes that teachers do make a difference in the academic achievement of their students, contrary to assumptions made during the late 1960s and early 1970s. Good discusses a field experiment conducted by himself and others in which a system of mathematics instruction was designed and tested. Also discussed in the paper are findings from effective schooling research. Areas of research which require future attention include curriculum, teaching context, classroom task structure, student effects on teachers and student mediation.

15. COLLECTION OF EXERCISES FOR TRAINERS. SKILL TRAINING. PETC-I: PREPARING EDUCATIONAL TRAINING CONSULTANTS

Pino, Rene and Ruth Emory. Portland, OR: Northwest Regional Educational Laboratory, 1975, 258 pgs.

Descriptors: Training; Staff Development; Workshop; Trainer; Print.

Twenty-four exercises for training consultants are presented in this collection, including: developing goals, coping with conflict, making decisions, reaching consensus, giving and receiving feedback, speaking and listening effectively, and identifying interpersonal skills and group issues.

16. CONSULTATION FOR INNOVATIVE SCHOOLS: OD FOR MULTIUNIT STRUCTURE

Schmuck, Richard A. et al. Eugene, OR: Center for Educational Policy and Management, College of Education, University of Oregon, 1975, 382 pgs.

Descriptors: Educational Change; Reports/Research; Staff Development; Elementary; Print.

This monograph describes the results of a project that compared the usefulness of two strategies of consultation for enabling six elementary schools to convert from traditional structures to a multiunit arrangement. The monograph describes the details of what took place as those six staffs attempted structural change. The research strategy utilized combined both the idiographic and nomothetic methods of scientific analysis. Both the detailed descriptions of a case study method and the quantitative comparisons of a systematic field experiment are reported.

17. CONSULTING. PETC-II: PREPARING EDUCATIONAL TRAINING CONSULTANTS

Pino, René and Ruth Emory. Portland, OR: Northwest Regional Educational Laboratory, 1976, 238 pgs.

Descriptors: Training; Workshop; Staff Development; Trainer; Print.

PETC-II is the second unit of Preparing Educational Training Consultants, a training system developed by the Northwest Regional Educational Laboratory. The training design for the first part of PETC-II comprises theory presentation, practice through simulation and planning to meet with a client system. The second part of the program provides the practicum for the instructional system. During this time, teams of consultants work with the client systems to which they have been assigned. The last segment of the training program involves the consultants in evaluation of their consulting experience and participation in retrieval of resources for consulting.

18. CONSUMER EDUCATION RESOURCE INVENTORY: A REFERENCE MANUAL FOR CONSUMER EDUCATORS

Consumer Education Resource Network. A National Service for Consumer Educators, operated by InterAmerica Research Associates, Inc. for the U.S. Office of Education, 1980, 225 pgs.

Descriptors: Reports/Research; Networking; Trainer; Print.

Contained in this document are six major sections covering clearinghouses, data bases, resource centers, private organizations and associations, state and local agencies and offices, and federal agencies and offices. This resource inventory serves to bring together, in one reference tool, information regarding a variety of resources available in the consumer education field.

19. THE CULTURE OF THE SCHOOL AND THE PROBLEM OF CHANGE

Sarason, Seymour B. Boston, MA: Allyn and Bacon, Inc., 1971, 241 pgs.

Descriptors: Educational Change; Administrator/Executive; Print.

This book attempts to experience the school culture via the helping relationship. Issues addressed in the book include: (1) how the outsider's subculture inevitably affects and distorts the way he or she looks at the school culture; (2) the model process of change in the school culture; (3) how to ascertain the overt behavior and programmatic regularities in the school; (4) the complex role and critical importance of school personnel in the change process; and (5) the problem of applicability to the process of change.

20. CURRICULUM BUILDING FOR ADULT LEARNING

Verduin, John R., Jr. Carbondale, IL: Southern Illinois University Press, 1980, 171 pgs.

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Descriptors: Curriculum and Instruction; Reports/Research; Adult/Continuing Education; Print.

Theoretical and practical models are provided in this resource to be used as a framework for adult educators to assist them in making informed decisions. The theoretical approach features a curriculum model consisting of five major elements: (1) rationale (direction, philosophical positions); (2) outside political forces; (3) goals; (4) instruction and content organization; and (5) evaluation. The last chapter addresses application of models, constructs and ideas presented in the preceding chapters.

21. CURRICULUM INQUIRY: THE STUDY OF CURRICULUM PRACTICE

Goodlad, John I. New York, NY: McGraw-Hill Book Company, 1979, 371 pgs.

Descriptors: Curriculum and Instruction; Reports/Research; Administrator/Executive; Print.

A conceptual framework is offered in this book which enables planners and researchers to grasp the totality of curriculum practice. Leading experts report on their inquiries into and their experiences with various aspects of curriculum planning and development. A number of curriculum-related issues are explored, including: (1) which curriculum decisions are made at which levels?; (2) why are institutional curriculum decisions so often neglected or ineffective?; (3) how do state laws that govern curriculum affect instruction?; (4) what kinds of curriculum decisions do teachers make at the instructional level?; and (5) how do students derive meaning from the curriculum they encounter?

22. CURRICULUM LABORATORY 1978

Pascarelli, Joseph. NJ: Educational Improvement Center, Northwest, 1978, 263 pgs.

Descriptors: Curriculum and Instruction; Networking; Elementary/Secondary; Trainer; Print.

The 1978 Summer Curriculum Lab was designed to provide EIC-NW school districts with support services in curriculum development. Each of the districts sought to develop curriculum for a special target group: Gifted and Talented, Affective Education, Title IV-C Gifted and Talented. For each of these individual district needs, EIC-NW facilitators assisted in identifying resources and designing a ten-day lab experience. This report reflects the developmental stages of preplanning, design and early implementation essential to any long-range curriculum planning process. It represents an approach to linking an intermediate unit's resources with the needs of teams of local educators in the region.

23. CUTTING BACK: RETRENCHMENT AND REDEVELOPMENT IN HUMAN AND COMMUNITY SERVICES

Hirschhorn, Larry et al. San Francisco, CA: Jossey-Bass, Inc., 1983, 393 pgs.

Descriptors: Staff Development; Management; Community Involvement; Administrator/Executive; Print.

Based on extensive consultation work, this book shows how to anticipate, plan, implement and manage retrenchment so that cutting back won't demoralize staff, embitter clients, reduce productivity or limit an organization's capacity to innovate. The book includes practical advice as well as extensive case studies regarding retrenchment procedures in both for-profit and nonprofit organizations. It also examines common problems and shows how solutions devised for one setting can be successfully adapted to different types of agencies and businesses.

24. THE CUTTING EDGE: CURRENT THEORY AND PRACTICE IN ORGANIZATION DEVELOPMENT

Burke, W. Warner (Ed.). La Jolla, CA: University Associates, Inc., 1978, 302 pgs.

Descriptors: Organization Development; Reports/Research; Administrator/Executive; Print.

This book is the culmination of a conference devoted to organization development. "OD '78" invited 150 organization development practitioners and academicians in the field to submit manuscripts--this book contains those manuscripts selected for presentation and publication. Topics include: the state-of-the-art in OD; the role of the consultant; OD in bureaucracies; the research base; improving stress management; leadership styles; improving OD effectiveness; and others.

25. DIAGNOSING CLASSROOM LEARNING ENVIRONMENTS

Fox, R. et al. Palo Alto, CA: Science Research Associates, Inc., 1966, 131 pgs.

Descriptors: Staff Development; In-Service Education; Teacher/Trainer; Print.

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Twenty-three diagnostic tools are presented in this resource to enhance the teacher's understanding of the learning environment in the classroom. Each tool can be used by teachers to resolve problems arising from ineffective learning environments. Examples of these diagnostic tools include assessments of the following: (1) classroom learning climate; (2) social relations in the classroom; (3) student-teacher interactions; (4) student self-concept; and (5) parental influences.

26. DIAGNOSING PROFESSIONAL CLIMATE OF SCHOOLS

Fox, Robert S. et al. Fairfax, VA: NTL Learning Resources Corp., Inc., 1973, 152 pgs.

Descriptors: Staff Development; Organization Development; Reports/Research; Educational Change; Administrator/Executive; Print.

A core package of instruments to measure key aspects of a school system's capability for self-renewal is presented in this resource. A selected number of instruments were used in 30 school systems throughout the country in which a variety of strategies for supporting the development of self-renewal capacity were to be tried. This document provides the reader with a context to help make diagnosis of professional climate meaningful, including an understanding of the school as a social system; factors which affect a school's professional climate; and suggestions for selecting, administering and utilizing the data produced by the instruments.

27. THE DIFFUSION SIMULATION GAME

Molenda, Michael. Bloomington, IN: Indiana University, no date given, 5 pgs. (participant's instructions).

Descriptors: Educational Change; Elementary/Secondary; Teacher/Trainer; Print and Nonprint.

In this simulation game, the participant plays the role of the change agent in a hypothetical school. The objective is to persuade as many of the staff members as possible to "adopt" a particular innovation. The game helps participants understand what is required in terms of time and energy to obtain the objectives--the time period is represented on the game board by a calendar showing one school year with 36 working weeks. Participants cycle through the calendar twice, simulating the passage of two years. The game is over when all the time is used up or 100 percent adoption of the innovation is achieved.

28. DIRECT MEASURES OF WRITING SKILL: ISSUES AND APPLICATIONS

Spandel, Vicki and Richard J. Stiggins. Clearinghouse for Applied Performance Testing. Portland, OR: Northwest Regional Educational Laboratory, 1981, 55 pgs.

Descriptors: Assessment/Evaluation; Elementary/Secondary; Teacher/Trainer; Print.

This monograph is written for educators interested in learning about procedures for the direct measurement of writing skills; that is, testing through the use of student writing samples. Minimum attention is given to the indirect assessment of writing skills via objective language usage tests. Material presented is directly usable by educators at all levels, from elementary, junior high and high school to postsecondary and state department levels.

29. DON'T BLAME THE KIDS

Maeroff, Gene I. New York, NY: McGraw-Hill Book Company, 1982, 260 pgs.

Descriptors: Reports/Research; Educational Change; Community Involvement; Administrator/Executive; Print.

This book "looks behind the ominous indicators of educational collapse to try to find out what has gone wrong and why." It makes clear that the quality of schools depends primarily on adults, not children. Several sources of problems in education are identified, such as lawmakers who give society's burdens to the schools; apathetic parents; and incompetent teachers and school administrators.

30. THE DYNAMICS OF PLANNED EDUCATIONAL CHANGE

Herriott, Robert E. and Neal Gross (Eds.). Berkeley, CA: McCutchan Publishing Co., 1979, 391 pgs.

Descriptors: Implementation; Educational Change; Leadership; Management; Elementary/Secondary; Print.

Designed to help educational officials become more incisive analysts of the process of organizational change and more adept in its management, this book presents five case studies of five school systems. Each school system is located in a different region of the country and received funding from the federal Experimental Schools program to carry out comprehensive change projects. The book analyzes each case study in detail and from different perspectives, drawing on the educational and organizational literature to make readers aware of the realities and complexities of educational change efforts and of strategies to implement them successfully.

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31. ECOTOPIA

Callenbach, Ernest. Berkeley, CA: Banyan Tree Books, 1975, 167 pgs.

Descriptors: Educational Change; Elementary/Secondary; Administrator/Executive; Teacher/Trainer; Print; Fiction.

This novel is set in the year 1999, in the nation of Ecotopia, formed by the secession of Oregon, Washington and Northern California from the United States. Ecotopian society is a survival-oriented "stable-state," based on the principles of biology and ecology. The chapter directly addressing education, "Ecotopian Education's Surprise," provides relevant and stimulating discussion for teachers, administrators and policy makers.

32. EDUCATING FOR A NEW MILLENIUM: VIEWS OF 132 INTERNATIONAL SCHOLARS

Shane, Harold G. and M. Bernadine Tabler. Bloomington, IN: Phi Delta Kappa Educational Foundation, 1981, 160 pgs.

Descriptors: Educational Change; Elementary/Secondary; Administrator/Executive; Print.

In the present context of global conflict, terrorism and hunger, questions are posed as to whether U.S. schools should make substantial changes and whether present curricular and instructional practices should be modified. This book is based on the responses to these questions by 132 internationally respected scholars.

33. EDUCATION AND ECSTACY

Leonard, George B. New York, NY: Delacorte Press, 1968, 239 pgs.

Descriptors: Educational Change; Elementary/Secondary; Teacher/Trainer; Administrator/Executive; Print.

The focus of this book is on education in its broadest context and not just on schools. The first chapters explore such issues as the following: (1) the capabilities of the human organism; (2) how the outer environment can limit or enhance the development of human capability; (3) the interaction between the environment and the organism; and (4) the educational effects of the Civilized Epoch. Schools are also addressed as Leonard summarizes the evolution of the free-learner concept (A.S. Neill) in the 1920s to Ongoing Brainwave Analyses and Computer-Assisted Dialogues in the 1980s and 1990s.

34. EDUCATION FOR UNCERTAINTY

King, Edmund J. (Ed.). SAGE Annual Review of Social and Educational Change. London: SAGE Publications, 1979, 250 pgs.

Descriptors: Educational Change; Elementary/Secondary; Adult/Continuing Education; Print.

Presented in this book are viewpoints by recognized scholars on selected topics related to the future of education including: (1) a conceptual analysis of education, addressing uncertainty, educational ideologies and policy; (2) the challenge to institutions, addressing change in education; (3) education and the changing world of work, addressing career preparation; and (4) responses within education, addressing curriculum and postcompulsory education.

35. EDUCATION IN THE 80s: MULTIETHNIC EDUCATION

Banks, James A. (Ed.). Washington, D.C.: National Education Association, 1980, 190 pgs.

Descriptors: Curriculum and Instruction; Educational Change; Community Involvement; Elementary/Secondary; Assessment/Evaluation; Teacher/Trainer; Print.

A collection of writings by different authors is presented in this book addressing such multicultural topics as the curriculum, the teacher, pluralistic classrooms, cognitive styles, language diversity, testing and assessment, monocultural schools, the community, equality for minority children, teacher preparation and others.

36. EDUCATIONAL CHANGE: A HUMANISTIC APPROACH

Eiben, Ray and Al Milliren (Eds.). La Jolla, CA: University Associates, 1976, 333 pgs.

Descriptors: Training; In-Service Education; Educational Change; Teacher/Trainer; Print.

This collection of materials includes concepts, activities and interventions related to humanistic education, selected by the editors on the basis of their personal experiences. Major premises underscoring the materials in the collection include: (1) what teachers are and what they do make a difference; and (2) specific techniques and approaches for increasing the effectiveness of the teaching-learning situation are identifiable and can be used as educational interventions for pre-service and in-service training. Materials in the collection are categorized under five major topics: group techniques; psychodrama and role playing; change strategies; the open classroom and other structural interventions and in-service programs.

37. EDUCATIONAL DISSEMINATION AND LINKING AGENT SOURCEBOOK

Developed by Educational Laboratories and R&D Centers. San Francisco, CA: Far West Laboratory, 1976, 94 pgs.

Descriptors: Training; Curriculum and Instruction; Organization Development; Educational Change; Dissemination/Diffusion; Elementary/Secondary; Trainer; Print.

Products in this resource collection, which includes over 50 major items, have the general common objective of providing linking agents and change agents with training resources or job aids. The products represent a broad range of content, format and methodology. They approach the process of change from a variety of perspectives, employ different techniques and assume various conditions for effective use. The products are primarily focused on providing training, procedural guides or other aids that will foster more systematic, rational and participative planning and decision making regarding curriculum and instruction. They include the modification of personal, social and organizational activities that relate to the quality of educational programs and the climate of classroom and school environments.

38. THE EDUCATIONAL INFORMATION CONSULTANT LEARNING TEAM TRAINING MANUAL

Banathy, Bela H. et al. San Francisco, CA: Far West Laboratory, 1973, 246 pgs. plus appendices.

Descriptors: Training; Workshop Guidelines/ Procedures; Dissemination/Diffusion; Trainer; Print.

The role of the Educational Information Consultant (EIC) is to receive, process and fulfill client requests for information needed to resolve specific curricular, instructional and administrative problems. After completing this module, trainers will be able to do the following: (1) name the five processes of the EIC role and describe the basic functions of each; (2) explain how the EIC service can be integrated into the existing educational systems in terms of people and functions; (3) describe the EIC role as a productive approach to improving school operations; and (4) explain the potential of the EIC role.

39. AN EDUCATIONAL LEADER'S HANDBOOK FOR HUMANIZING AND INDIVIDUALIZING INSTRUCTION

Pascarelli, Joseph. Cedar Knolls, NJ: Educational Improvement Center of Northwest New Jersey, Department of Education, 1976, 575 pgs.

Descriptors: Training; Staff Development; Workshop; In-Service Education; Elementary/Secondary; Trainer; Print.

This handbook comprises a series of 14 training modules designed to be conducted by an educational leader for a school staff. Explicit instructions are given for conducting the experiences. Minimal training is required in order for an educational leader to facilitate the modules, which are appropriate for faculty meetings or in-service sessions. The modules include the following topics: goal setting, communication, cooperation, teaching/learning styles, value exploration, contracts, team teaching, instructional objectives, learning centers, open classrooms, small group inquiry, individually guided instruction, simulation/role playing, and packages.

40. EDUCATIONAL PROGRAMS THAT WORK

San Francisco, CA: Far West Laboratory, Seventh Edition, 1980, 300 pgs.

Descriptors: In-Service Education; Reports/Research; Dissemination/Diffusion; Networking; Parent/Community Involvement; Elementary/Secondary; Adult/Continuing Education; Print.

This document serves to catalog exemplary educational programs. Current descriptions of all programs described in previous editions are included along with descriptions of new programs. The term exemplary is used only after a project has been reviewed by the Department of Education's Joint Dissemination Review Panel which examines evidence for cognitive and affective gains presented by each project. The projects are grouped under the following categories: adult education; alternative schools/programs; bilingual/migrant education; career/vocational education; early childhood/parent readiness/parent involvement; environmental education/science/social science; organizational arrangements/ administration; pre-service/in-service training; reading/language arts/mathematics; special education/learning disabilities; arts/communication/technology; gifted and talented/health/human behavior/ physical education. The catalog is compatible with the Education Resources Information Center (ERIC) system; selected ERIC descriptors have been assigned to all listed projects.

41. EDUCATIONAL PROJECT MANAGEMENT INSTRUCTIONAL SYSTEMS (EPMIS). MODULE II, PROJECT MANAGEMENT: BASIC PRINCIPLES AND TECHNIQUES

Cummings, C. Peter and Desmond L. Cook. Philadelphia, PA: Research for Better Schools, Inc., 1973.

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Descriptors: Implementation; Administrator/Executive; Print.

An overall view of the process involved in project management is provided in this training unit for current and prospective project managers. In addition, the module provides detailed information on the activities associated with four basic phases in the implementation of an educational project: planning, preparation, operation and termination. The unit covers defining a project goal; developing a project work breakdown and work flow diagram; preparing time estimates; estimating and scheduling resources; developing the project budget; planning project start-up; developing an information system; monitoring project operations; problem-solving; implementing project operations; and developing a project termination plan.

42. EFFECTIVE CLASSROOM MANAGEMENT AT THE BEGINNING OF THE SCHOOL YEAR

Emmer, Edmund T. et al. In The Elementary School Journal, vol. 80, no. 5, Chicago, IL: the University of Chicago Press, 1980.

Descriptors: Reports/Research; Management; Teacher/Trainer; Print.

Teacher "folklore" and educational research both support the theory that beginning-of-the-year activities are an important factor in determining the success of the year as a whole. This article reports on the results of a study which was conducted to learn how effective teachers are as managers at the beginning of the school year and to determine what basic principles of management underlie their teaching.

43. EFFECTIVE PRINCIPAL: EFFECTIVE SCHOOL

Lipham, James A. Reston, VA: National Association of Secondary School Principals, 1981, 26 pgs.

Descriptors: Organization Development; Educational Change; Leadership; Administrator/Executive; Print.

This monograph discusses the substance of eight issues directly related to principals, their leadership and their schools' effectiveness. The eight issues include: (1) goals of the school; (2) educational values; (3) organizational relationships; (4) the behavior of the principal; (5) the decision-making process; (6) the instructional program; (7) educational change; and (8) the external environment.

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44. EFFECTIVENESS OF CONCERNS-BASED STAFF DEVELOPMENT IN FACILITATING CURRICULUM IMPLEMENTATION

Leary, Jim. Paper presented at the Annual Conference of the American Research Association, Montreal, April 12, 1983. In Research on the Improvement Process in Schools and Colleges. Marsh, Colin et al (Eds.). Austin, TX: Research and Development Center for Teacher Education, the University of Texas at Austin, April 1983, pgs. 69-104.

Descriptors: Implementation; Reports/Research; Curriculum and Instruction; Staff Development; Assessment/Evaluation; Elementary; Print.

This paper reports Year One of a three-year curriculum implementation effort which has as its primary focus the facilitation of curriculum implementation through diagnostic- prescriptive staff development as guided by the concepts and tenets of the Concerns-Based Adoption Model. The various procedures and instruments used to assess Stages of Concern, Levels of Use and Innovation Configuration are described, as are their specific use in assessing staff development needs, the planning and delivery of relevant staff development activities, the evaluation of staff development efforts and the assessment of the total effectiveness of the implementation effort. The curriculum implementation effort reported involves twelve, K-6 teachers in an isolated native elementary school in northern Canada.

45. THE ELEMENTARY SCHOOL PRINCIPAL: AN IN-BASKET SIMULATION EXERCISE

Musella, Donald F. and Donald Joyce. Toronto, ON: The Ontario Institute for Studies in Education, 1972.

Descriptors: Organization Development; Management; Leadership; Administrator/Executive; Print.

Simulation materials in this booklet are presented in the form of problems encountered by the elementary school principal. Upon completion of the exercise, participants will be able to do the following: (1) improve their skills related to decision making, supervision, planning and problem solving; (2) increase their understanding of the organizational and social setting; (3) increase their understanding of role theory and role relationship; (4) increase their understanding of the administrative and leadership roles; (5) improve their skills in interpersonal behavior; and (6) improve their skills in the use of various models of problem solving.

46. EVALUABILITY ASSESSMENT: MAKING PUBLIC PROGRAMS WORK BETTER

Schmidt, R.E. et al. Rockville, MO: Project Share, 1979, 103 pgs.

Descriptors: Assessment/Evaluation; Administrator/Executive; Print.

Evaluability Assessment is a descriptive and analytic process intended to produce a reasoned basis for proceeding with an evaluation that has potential for use by both administrators and policy makers. The assessment begins with an analysis of management's description of its progress, in questionnaire format, to determine whether or not it meets the method criteria. An answer of "no" to any question indicates there is high probability that the program will not be successful and evaluation information will not be useful.

47. EVALUATION WORKSHOP I: AN ORIENTATION

Klein, Stephen P. et al. Los Angeles, CA: Center for the Study of Evaluation, UCLA Graduate School of Education, no date given, var. paging.

Descriptors: Training; Workshop; Assessment/Evaluation; Trainer; Print.

Evaluation Workshop I is directed toward two major goals: (1) participant understanding of the kinds of information an evaluation can provide for educational decision making; and (2) participant understanding of the general procedures and problems involved in selecting, collecting, analyzing and reporting that information. The workshop is not designed to train people in all the skills needed by an evaluator, but rather, to give interested persons a working familiarity with essential evaluation skills.

48. FEDERAL PROGRAMS SUPPORTING EDUCATIONAL CHANGE, VOL. VIII: IMPLEMENTING AND SUSTAINING INNOVATIONS

Berman, P. and M. W. McLaughlin. Santa Monica, CA: Rand Corporation, 1978.

Descriptors: Implementation; Reports/Research; Educational Change; Administrator/Executive; Print.

This report is based on a study which analyzed the effects of federal policies on local change processes. The report summarizes the findings of the two-phase study, describes the processes of change at the local level and discusses implications for federal policy. Within the local process of innovation in educational practices, the Rand report discusses mobilization, implementation and institutionalization, as well as the effects of federal change agents, policies and various factors affecting project outcomes.

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49. 50 STRATEGIES FOR EXPERIENTIAL LEARNING: BOOK ONE

Thayer, Louis (Ed.). San Diego, CA: University Associates, Inc., 1976, 230 pgs.

Descriptors: Training; Staff Development; In-Service Education; Elementary/Secondary; Trainer; Print.

Special attention is given in this book to structural experiences that seek to strengthen the effective components of learning: (1) the learner's self-awareness; (2) learning climates; (3) interpersonal relationships in learning; (4) recognition of learner needs and perceptions; and (5) competencies needed for facilitating learner approaches. Each activity uses a standard format that includes the goals, group size, time required, physical setting, materials, step-by-step process, variations, notes and references.

50. GOOD SCHOOLS: WHAT MAKES THEM WORK

Arlington, VA: National School Public Relations Association, 1981, 96 pgs.

Descriptors: Reports/Research; Leadership; Curriculum and Instruction; Administrator/Executive; Print.

This report, which looks at research on school agencies, speaks primarily to the following topics: leadership and climate; curriculum and instruction; and effective urban, suburban and rural schools.

51. GROUP PROCESSES IN THE CLASSROOM

Schmuck, Richard A. and Patricia Schmuck. Dubuque, IA: Wm. C. Brown Co., 1975, 217 pgs.

Descriptors: Leadership; Educational Change; Implementation; Teacher; Elementary/Secondary; Print.

Classroom teachers are the target audience in this resource, which seeks to assist these persons in gaining knowledge and skills in group processes in the classroom. Basic theory is presented on expectations, leadership, attractions, norms, communications, cohesiveness, stages of development and the school organization as these factors relate to group process. Each chapter includes suggestions for implementation as well as ideas for change.

52. A GUIDE TO EVALUATION TRAINING MATERIALS, VOLUME II

Antonoplos, Daniel et al. Seaside, CA: National Teaching Systems, Inc., 1978, var. paging.

Descriptors: Training; Curriculum and Instruction; Assessment/Evaluation; Trainer; Print.

A review of 61 evaluation products is presented in this guide, divided into four major groups: (1) products which address several phases of evaluation; (2) products which address the evaluation of curriculum and instruction; (3) products which address training in needs assessment; and (4) materials that focus on evaluation or instrument development.

53. GUIDE TO PACKAGING YOUR EDUCATIONAL PROGRAM

Hunt, Janice M. et al. San Francisco, CA: Far West Laboratory for Research and Development, 1980.

Descriptors: Dissemination/Diffusion; Administrator/Executive; Trainer; Print.

The following topics are discussed in this guide to assist educators in disseminating educational programs: (1) planning materials for dissemination; (2) planning content and flow of materials; (3) planning personnel, budget and schedule of development; (4) producing printed materials; (5) producing audiovisual materials; and (6) distributing the materials.

54. GUIDEBOOK FOR EVALUATING DISSEMINATION ACTIVITIES: RESOURCES FOR NDN PRACTITIONERS

Bank, Adrianne and Nancy C. Snidman. Los Angeles, CA: Center for Study of Evaluation, UCLA, under contract to: The Network, Andover, MA, 1981, var. paging.

Descriptors: Assessment/Evaluation; Management; Networking; Dissemination/Diffusion; Educational Change; Teacher/Trainer; Print.

The development and use of this Guidebook was designed as the first phase of a three-phase process to improve the management and effectiveness of the National Diffusion Network (NDN) projects and of NDN as a diffusion system. The first phase is concerned with evaluating the management of dissemination activities. The Guidebook is a self-help manual for individuals whose job it is to disseminate educational innovations and assist others in using them. This process of disseminating educational innovations begins with the generation of audience awareness, proceeds to matching the audience with the innovation, and finally encourages the adoption and subsequent use of the innovation. Managing this complex set of tasks requires skills, experience and knowledge of what works; evaluation is seen as a way of finding out what works. Therefore, the Guidebook assists in evaluating management of dissemination activities.

55. HANDBOOK OF COMPREHENSIVE PLANNING IN SCHOOLS

Temkin, Sanford et al. Englewood Cliffs, NJ: Educational Technology Publications, 1974, 257 pgs.

Descriptors: Implementation; Management; Administrator/Executive; Print.

This handbook focuses on those elements which are critical to effective school planning. Topics discussed include: (1) basic skills and concepts (objectives, priorities, structure, indicators and performances); (2) beginning implementation (developing performance indicators, planning for implementation); and (3) developing a project manager's guide (comprehensive planning, planning for change, supportive requirements).

56. HUMAN BRAIN AND HUMAN LEARNING

Hart, Leslie A. New York, NY: Longman Publishers, 1983, 206 pgs.

Descriptors: Reports/Research; Educational Change; Curriculum and Instruction; Administrator/Executive; Print.

A model of human learning based on the structure and patterns of the human brain is presented in this book, which suggests that a "brain compatible" approach to teaching should become the basis for dramatic and important educational reform.

57. HUMAN SERVICES AND RESOURCE NETWORKS

Sarason, Seymour B. et al. San Francisco, CA: Jossey-Bass Publishers, 1977, 201 pgs.

Descriptors: Networking; Leadership; Administrator/Executive; Print.

This book is a description of a three-year project to develop and sustain a network of diverse people in their efforts "to use" each other in ways that would further them in their goals of work while at the same time enhanced their bondedness to each other. The organization of the book focuses on the following: (1) the literature regarding the development of networks; (2) appropriate scope and depth of networks and their detail and interrelatedness; (3) the individual as a function of a network; (4) the quality, substance and ambience of network meetings; and (5) issues of leadership and funding.

58. A HUMANISTIC PSYCHOLOGY OF EDUCATION: MAKING THE SCHOOL EVERYBODY'S HOUSE

Schmuck, Richard A. and Patricia A. Schmuck. Palo Alto, CA: National Press Books, 1974, 364 pgs. plus references.

Descriptors: Curriculum and Instruction; Reports/Research; Educational Change; Administrator/Executive; Teacher/Trainer; Print.

In this book, the authors grapple with ways of humanizing schools by using theory and research available from the social sciences--social psychology in particular. Social psychology research has demonstrated how the presence of others can affect an individual's performance and how self-concept is formed and reformed through association with others. The authors offer specific ideas and concrete plans of action to create a more humanized climate for learning. The value of a humanized school lies in the scope of learning available (cognitive and emotional), the respect shown for individuals (staff and students) and the opportunity to mold an organization which reflects the needs and goals of its members.

59. IMPROVED INSTRUCTION: TAKE 10 STAFF MEETINGS AS DIRECTED

Hunter, Madeline. El Segundo, CA: TIP Publications, 1979, 128 pgs.

Descriptors: Staff Development; Training; In-Service Education; Elementary/Secondary; Teacher/Trainer; Print.

Blueprints or lesson plans designed for staff development meetings are presented in this book, bridging the gap between theory and classroom practice. Suggestions are given for implementation and additional reading is encouraged to achieve the long-range objectives established during the meetings. The content for meetings is presented in a logical sequence for scheduling during the school year. However, each meeting is an independent unit, and the order can be changed to suit individual needs. Topics for the staff development meetings include: Improving Students' Behavior; Increasing Students' Motivation to Learn; Extending Students' Thinking; Designing Effective Practice; Changing Waiting Time to Learning Time; Teaching to Achieve Independent Learners; Giving Effective Directions; Using Aides/Volunteers in the Classroom; Improving Parent Conferences; and Developing Discriminators.

60. IMPROVING SCHOOL CLIMATE: LEADERSHIP TECHNIQUES FOR EDUCATORS

Kelley, Edgar A. Reston, VA: National Association of Secondary School Principals, 1980, 73 pgs.

Descriptors: Educational Change; Leadership; Administrator/ Executive; Print.

The author suggests that school climate is more than good morale. It includes a positive environment that focuses all staff and students on school goals and student outcomes as well as on personal relationships and salutary feelings. The ideal school climate engages everyone enthusiastically in achieving the individual and group goals at hand. This monograph provides a description of the components of school climate and provides solid advice to school administrators on how to go about building a more vigorous climate. The material can be used as a checklist to monitor present circumstances as well as an agenda for further action.

61. IMPROVING SCHOOLS: USING WHAT WE KNOW

Lehming, Rolf and Michael Kane (Eds.). Beverly Hills, CA: Sage Publications, 1981, 312 pgs.

Descriptors: Reports/Research; Dissemination/Diffusion; Educational Change; Administrator/Executive; Print.

This book reviews studies on the incorporation of certain types of innovations, such as those involving new ideas, materials or technologies, in the daily operations of elementary schools. Research findings from studies of knowledge utilization, innovation and organizational change are presented and discussed, through the lens of the contemporary American school. The authors review: (1) 15 years of research on educational change and knowledge use in education; (2) attempts to improve the nation's schools through new knowledge dissemination; and (3) attempts to improve schools through promoting the use of new knowledge and providing assistance in its application.

62. IN-SERVICE EDUCATION AND TEACHERS' CENTERS

Adams, Elizabeth (Ed.). Oxford: Pergamon Press, Inc., 1975, 248 pgs.

Descriptors: In-Service Education; Curriculum and Instruction; Teacher/Trainer; Print.

The major focus of this book is on the in-service education of teachers and teachers' centers as established over recent years. The authors emphasize the nature of the in-service experiences that prove most effective in enabling teachers to face their curricular and organizational problems.

63. IN-SERVICE EDUCATION ISSUES: STATE ACTION FOR IN-SERVICE

National Council of State In-Service Education. National Dissemination Center, 1976.

Descriptors: In-Service Education; Administrator/Executive; Print.

Answered in this resource are pertinent questions relative to effective in-service education, including: (1) what is in-service education?; (2) how is in-service governed?; (3) how is in-service delivered?; (4) how can in-service education address America's multicultural heritage?; (5) how is in-service education financed?; and (6) how can one tell if in-service education is effective?

64. IN-SERVICE EDUCATION: PRIORITIES FOR THE 80s

Johnson, Margo. Syracuse, NY: National Council of States on In-Service Education. National Dissemination Center, 1980, 52 pgs.

Descriptors: In-Service Education; Administrator/Executive; Print.

This booklet discusses: (1) contemporary pressures for in-service education; (2) reform of in-service education; and (3) leadership and financial support of in-service education. Also provided are conclusions and references.

65. INSTRUCTIONAL PRODUCT SELECTION KIT (IPSK)

Los Alamitos, CA: Southwest Regional Laboratory for Educational Research and Development (SWRL), no date given, var. paging.

Descriptors: Training; Staff Development; Workshop; Trainer; Print.

This resource kit contains all necessary materials for a trainer and 12 participants to use in a workshop setting. The kit prepares users to perform the following tasks: (1) to identify, in instructional programs and materials, the presence or absence of criteria presented in the Product Selection Checklist; (2) to compare instructional products according to these criteria; and (3) to use the selection criteria for product selection decisions in a variety of contexts.

66. THE INTERMEDIATE SCHOOL PRINCIPAL: AN IN-BASKET SIMULATION EXERCISE

Musella, Donald F. and N. Donald Joyce. Toronto, ON: the Ontario Institute for Studies in Education, 1973, var. paging.

Descriptors: Staff Development; Organization Development; Leadership; Administrator/Executive; Print.

The simulation materials in this resource are presented in the form of problems encountered by the intermediate school principal. Participants will be able to improve their skills and increase their knowledge of the following: (1) decision making, supervision, planning and problem solving; (2) organizational and social settings; (3) role theory and role relationships; (4) administrative and leadership roles; and (5) interpersonal behavior.

67. INTERNATIONAL PERSPECTIVES ON EDUCATIONAL CHANGE

Larson, Robert et al. Austin, TX: Research and Development Center for Teacher Education, the University of Texas, 1983.

Descriptors: Reports/Research; Educational Change; Administrator/Executive; Print.

This collection of five papers includes those presented at a symposium on International Perspectives in Educational Change at the 1983 annual meeting of the American Educational Research Association held in Montreal, Canada. The five papers analyze change in educational systems in Australia, Belgium, the Netherlands, the United States and Canada.

68. INVENTORY FOR CURRICULAR AND INSTRUCTIONAL IMPROVEMENT

McAdams, John et al. Philadelphia, PA: Research for Better Schools, Inc., 1976, var. paging.

Descriptors: Curriculum and Instruction; Training; Teacher/Trainer; Print.

Included in this resource are a Coordinator's Manual and Manual I: Individual Observations and Perceptions. The major emphasis of the inventory is the identification of strengths and weaknesses in how school districts presently approach curriculum improvement.

69. LATERAL THINKING

DeBono, Edward. New York, NY: Penguin Books, 1970, 260 pgs.

Descriptors: Curriculum and Instruction; Reports/Research; Elementary/Secondary Education; Teacher; Print.

Both the home and the school are the intended audiences of this book which deals with the process of lateral thinking--using information to bring about creativity and insight restructuring. DeBono suggests that lateral thinking can be learned, practiced and used. Major sections of the book are targeted specifically to teachers who seek to extend lateral thinking in their students; these sections provide formal opportunities to practice lateral thinking and offer explanations of the processes involved. Teachers can use the book to increase their own practical knowledge of lateral thinking or as a basis for classroom work.

70. LEADERS OF SCHOOLS: FIRO THEORY APPLIED TO ADMINISTRATORS

Schutz, Will. San Diego, CA: University Associates, Inc., 1977, 202 pgs. plus references.

Descriptors: Reports/Research; Management; Leadership; Administrator/Executive; Print.

This study on institutional management provides the outlines of a theory of administrative personnel. It provides directions for the selection and training of institutional managers which are tied to a logical and theoretical system and which have direct applicability to those who confront selection decisions. Schutz gives important consideration to sources of possible influence on FIRO patterns such as early childhood behavior, educational values, defense mechanisms, biographical data and cognitive styles.

71. LEADERSHIP AND AMBIGUITY: THE AMERICAN COLLEGE PRESIDENT

Cohen, Michael D. and James G. March. New York, NY: McGraw-Hill Book Co., 1974, 270 pgs.

Descriptors: Organization Development; Management; Leadership; Administrator/Executive; Print.

Three major topics are explored in this book: (1) the development of organization theory; (2) the growth and development of institutions of higher learning; and (3) modern organizational leadership. The role of the American college president is closely examined, with a focus on those who occupy that position and the interaction of those persons with their institutions.

72. LEADERSHIP VARIABLES ASSOCIATED WITH SUCCESSFUL SCHOOL IMPROVEMENT

Hall, Gene E. et al. Paper presented at the American Educational Research Association, Montreal, Canada, 1983. Austin, TX: Research and Development Center for Teacher Education, the University of Texas at Austin, 1983, 182 pgs.

Descriptors: Implementation; Educational Change; Leadership; Management; Administrator/Executive; Print.

This collection of papers focuses on the Texas R&D Center's investigation into the work of principals, and the influence of principals as change facilitators in schools. The papers speak to the principal's role in the following: (1) teachers' levels of use of innovations; (2) teachers' concerns regarding innovations; (3) configurations of innovations in place in the classroom; and (4) decisions to implement innovations.

73. LEARNING FROM CONFLICT: A HANDBOOK FOR TRAINERS AND GROUP LEADERS

Hart, Lois B. Reading, MA: Addison-Wesley, 1981, 218 pgs.

Descriptors: Organization Development; Training; Workshop; Teacher/Trainer; Print.

Explored in this resource are issues pertinent to resolving and dealing with organizational and personal conflict. Specifically, the handbook addresses the following: (1) learning from conflict; (2) identifying situations which have potential for conflict; (3) reacting to conflict; (4) preventing conflict from occurring; (5) resolving conflict; and (6) planning for conflict. Materials are presented in training session format.

74. LINKING PROCESSES IN EDUCATIONAL IMPROVEMENT: CONCEPTS AND APPLICATIONS

Nash, Nicholas and Jack Culbertson (Eds.). Columbus, OH: University Council for Educational Administration, 1977, 316 pgs.

Descriptors: Educational Change; Networking; Dissemination/Diffusion; Administrator/Executive; Print.

Change processes as they occur at elementary, secondary and post secondary levels of education are discussed in this book by recognized experts in the field. Illustrative examples of topics include: (1) linking agents and the sources and uses of knowledge; (2) the administrator's role in making educational links; (3) linking processes as they affect educational change; (4) training and supporting linking agents; and (5) developing a nationwide training system for linking agents in education. The consultation and training experience of the contributing authors keep the papers tied to reality and assist in describing and making sense of the experience of linking agents and agencies.

75. MAKING CHANGE HAPPEN

Mann, Dale (Ed.). New York, NY: Teachers College Press, 1979, 335 pgs.

Descriptors: Educational Change; Implementation; Administrator/Executive; Print.

A number of explanations are given in this book for the often disappointing results of the change process in schools. Several authors contribute their analyses of various attempts at school improvement. Parts I and II examine the problems involved in effecting comprehensive change in schools. Part III examines models of social program implementation and suggests methods to overcome some of the difficulties associated with implementation of an innovation in education.

76. MAKING THE GRADE

Report of the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy. New York, NY: the Twentieth Century Fund, 1983, 174 pgs.

Descriptors: Reports/Research; Educational Change; Administrator/Executive; Print.

This report suggests that schools are in trouble and school performances fall way short of expectations, as witnessed by the declining commitment and competency of teachers, lowered student test scores, truancy and dropout rates and crimes of violence. According to the task force, too many young people are leaving the schools without acquiring essential learning skills and without self-discipline or purpose. The task force believes that this threatened disaster can be averted only if there is a national commitment to excellence in our public schools. Schools across the nation must, at a minimum, provide the same core competencies for all students: basic skills in reading, writing and calculating; technical capability in computers; training in science and foreign languages; and knowledge of civics. This report speaks to the findings of the task force on the state of public education today; additionally, it offers recommendations for improvement.

77. MAPPING NEW SCHOOLS: A SERIES OF NEW-SCHOOL PLANNING GUIDES

Taylor, Beverly Loy. New York, NY: Center for Policy Research, 1978, var. paging.

Descriptors: Implementation; Educational Change; Parent/Community Involvement; Administrator/Executive; Print.

This program, consisting of four guides, has been designed to aid planners in creating and implementing new schools, based on an extensive three-year study of what it takes to plan and implement new and innovative schools from their inception. The four guides consist of the following: (1) Setting the Stage for Planning--95 pages; (2) Designing Your School--85 pages; (3) Mapping Your School's Environment--85 pages; and (4) Making Your School Work--95 pages. Issues addressed and discussed in the guides include: (1) how do planners make major planning and implementation decisions?; (2) what factors explain the degree to which new schools do or don't resemble their planners' original visions?; (3) how do planners deal with external pressures?; and (4) how much expert assistance should be drawn upon?

78. MAXIMIZING LEADERSHIP EFFECTIVENESS

Astin, Alexander W. and Rita A. Scherrei. San Francisco, CA: Jossey-Bass Publishers, 1980, 238 pgs.

Descriptors: Leadership; Management; Reports/Research; Administrator/Executive; Print.

This book reports major findings from a five-year nationwide study designed to answer the question, "How does the basic managerial style of a college's administrative team affect student and faculty behaviors?" The authors distinguish among four primary types of college and university presidents--the bureaucrat, the intellectual, the equalitarian and the counselor. They also distinguish among five primary styles of administration--hierarchical, humanistic, entrepreneurial, insecure and task-oriented.

79. MEASURING LEVELS OF USE OF THE INNOVATION: A MANUAL FOR TRAINERS, INTERVIEWERS AND RATERS

Loucks, Susan F. et al. Austin, TX: Center for Teacher Education, the University of Texas at Austin, 1975, 260 pgs.

Descriptors: Reports/Research; Educational Change; Implementation; Administrator/Executive; Print.

Though educational innovations are commonly implemented in schools, their success is generally limited. Additionally, large numbers of students still do not learn the basic skills. This manual relates these failures to the lack of knowledge about and attention to the process of change and requirements for successful change. Material presented in the manual is the result of several years of research and development related to the study of implementation of innovations in schools and colleges. The conceptual basis for the work is the Concerns-Based Adoption Model (CBAM) which offers, as one dimension, Levels of Use of the Innovation.

80. MEASURING INNOVATION CONFIGURATIONS: PROCEDURES AND APPLICATIONS

Heck, Susan et al. Austin, TX: Research and Development Center for Teacher Education, the University of Texas, 1981.

Descriptors: Educational Change; Implementation; Administrator/Executive; Print.

This book presents the concept of Innovation Configurations and discusses the development of the Innovation Configuration Checklists. The term, Innovation Configurations, refers to the means of representing parts of an innovation and then finding variations in the use of these parts so that patterns can be derived. Topics discussed in the book include: (1) background of the Concerns Based Adoption Model (CBAM); (2) preliminaries to the construction of the checklists; (3) checklist construction; (4) data collection and analysis; (5) case studies; and (6) sample interviews.

81. MODELOG: A CATALOG OF COMPREHENSIVE EDUCATIONAL PLANNING COMPONENT MODELS

Trenton, NJ: New Jersey Department of Education, 1975, var. paging.

Descriptors: Educational Change; Organization Development; Assessment/Evaluation; Administrator/Executive; Print.

Modelog serves as an educational catalog for organizational planning. The 1975 edition contains a list and description of materials and procedures related to one or more of the following categories: (1) goal setting procedures; (2) writing objectives and using existing objectives banks; (3) assessment procedures; (4) guidelines for program selection; (5) evaluating program effectiveness; and (6) evaluating program efficiency.

82. MULTIETHNIC EDUCATION: THEORY AND PRACTICE

Banks, James A. Boston, MA: Allyn and Bacon, Inc., 1981, 326 pgs.

Descriptors: Curriculum and Instruction; In-Service Education; Multicultural; Trainer; Print.

This book is designed to help pre-service and in-service educators to do the following: (1) clarify the philosophical and definitional issues related to pluralistic education; (2) derive a clarified philosophical position; (3) design and implement effective teaching strategies that reflect ethnic diversity; and (4) derive sound guidelines for multiethnic programs and practices. The book describes actions educators can take to institutionalize educational programs and practices related to ethnic diversity.

83. ORGANIZATION BEHAVIOR IN ACTION: SKILL BUILDING EXPERIENCES

Morris, William C. and Marshall Sashkin. New York, NY: West Publishing Co., 1976, 292 pgs.

Descriptors: Organization Development; Administrator/Executive; Print.

Written from the perspective of organizational psychologists, this book is designed to provide a guided experience directed toward developing the knowledge and skills needed for effective problem solving in organizations. The authors' aim is to help people develop problem solving skills in interpersonal and group situations in organizations. "Conceptual Support Materials" are included as part of the specific skill development exercises. These materials give a conceptual background for understanding the skill learnings and their use.

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84. ORGANIZATION DEVELOPMENT FOR MANAGERS

Varney, Glenn H. Reading, MA: Addison-Wesley Publishing Co., 1977, 228 pgs.

Descriptors: Organization Development; Management; Administrator/ Executive; Print.

The strength, vitality and progress of organizations depends in large measure on how creatively human resources are developed and utilized from both the individual's and the organization's viewpoint. Managers are faced with and engaged in an era of extreme pressure for change, for accelerating technological and societal changes lead to the need for new solutions to heretofore little- known problems within organizations. This book outlines a new field of organization development and attempts to give managers a framework for studying their own organizations. It also attempts to lay out some of the approaches and technology associated with the field of OD.

85. ORGANIZATION DEVELOPMENT IN SCHOOLS

Schmuck, Richard A. Palo Alto, CA: National Press Books, 1971, 264 pgs.

Descriptors: Organization Development; Reports/Research; Dissemination/Diffusion; Administrator/Executive; Print.

The essential purposes of this book are to encourage a wider diffusion of organization development in schools and to stimulate and strengthen scholarly research on it. The author believes that wider diffusion must be accompanied by continuing research on organization development theories and techniques, and that the effects of training in organization development for schools must be scrutinized and evaluated with great care. Nine studies of OD in schools are presented, based in theory, explicit about training techniques and inclusive of evaluative research data. The primary audience of the book are those actively involved in the practice of organization development in schools. Other audiences include practitioners of OD in psychology and sociology departments, professional schools of business and public administration and private consulting firms.

86. ORGANIZATION RENEWAL: A HOLISTIC APPROACH TO ORGANIZATION DEVELOPMENT

Lippitt, Gordon L. Englewood, Cliffs, NJ: Prentice-Hall, Inc., 1982, 418 pgs.

Descriptors: Organization Development; Administrator/Executive; Print.

The author attempts to share research experiences and challenges with both the practitioner and the student of organizational life by taking a "systems" look at OD renewal. Modern complexities require a systematic way of linking financial, technological, structural and social factors of organizations. This revised edition is based on a holistic concept of OD, and presents a human systems model that interrelates individual groups and organization development processes.

87. ORGANIZATION DEVELOPMENT: VALUES, PROCESS AND TECHNOLOGY

Margulies, Newton and Anthony P. Raia. New York, NY: McGraw-Hill Book Company, 1972, 640 pgs.

Descriptors: Organization Development; Reports/Research; Educational Change; Administrator/Executive; Print.

The authors present the current state-of-the-art in organization development in two ways: (1) by developing a conceptual framework around which the emerging concepts and techniques can be formulated, and (2) by compiling and integrating some of the relevant literature in the field. The format of the book involves the use of both text material and selected readings. Part I explores the nature of organization development and presents an overview of the OD process and technology. Part II is concerned with change, the consultative process and organizational learning as key elements in the process. The concepts and techniques of data gathering, diagnosis and intervention are covered in Part III. Part IV explores some of the emerging issues in organization development, including the use of sensitivity training and the laboratory method. A number of case studies are represented in Part V to illustrate some of the different approaches and methods used in a variety of large organizations.

88. ORGANIZATIONAL DIAGNOSIS: A WORKBOOK OF THEORY AND PRACTICE

Weisbord, Marvin R. Reading, MA: Addison-Wesley Publishing Co., 1978, 180 pgs.

Descriptors: Organization Development; Management; Administrator/ Executive; Print.

Part I of this workbook presents terminology and concepts for helping individuals understand organizations, and what it takes for organizations to perform better. The concepts can be used as a cognitive framework for team development, management training, supervisory training courses, organizational behavior education or diagnostic self-studies and survey-data feedback. The concepts can also be used as simple tools for individual management of programs, projects and day-to-day problems.

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89. ORGANIZING AND MANAGING THE ELEMENTARY SCHOOL CLASSROOM

Evertson, Carolyn et al. Austin, TX: Research and Development Center for Teacher Education, the University of Texas, 1981, 146 pgs.

Descriptors: Reports/Research; Curriculum and Instruction; Management; Elementary; Print.

This manual was developed as part of a series of research studies focusing on classroom management conducted by the Classroom Organization and Effective Teaching Project (COET) at the Research and Development Center for Teacher Education, the University of Texas at Austin. COET's research on elementary classroom management began in 1977 with the Classroom Organization Study (COS), a descriptive study of 27 elementary classes in eight schools. The purpose of the COS was to find out how effective teachers organize and manage their classes from the first days of school. Classroom observation records from the more effective teachers' classes were compared with those of less effective teachers, with particular attention to what teachers did at the beginning of the school year to organize and plan for classes, and how they maintained their management system and organized instruction later in the year. Results of the study were used in preparing a pilot version of Organizing and Managing the Elementary School Classroom. In the 1979-1980 school year, the manual was pilot-tested with 12 relatively inexperienced teachers in the Elementary School Pilot Study (ESPS). Results of the pilot suggested that the manual was very helpful to teachers in organizing their classes at the beginning of the school year. Teachers' responses to interviews and questionnaires were considered in revising the manual and planning a full-scale test of its effectiveness during the following school year.

90. ORGANIZING AND MANAGING THE JUNIOR HIGH CLASSROOM

Emmer, Edmund T. et al. Austin, TX: Research and Development Center for Teacher Education, the University of Texas, 1981, 161 pgs.

Descriptors: Reports/Research; Curriculum and Instruction; Management; Elementary; Print.

This manual was developed as part of a series of research studies focusing on classroom management conducted by the Classroom Organization and Effective Teaching Project (COET) at the Research and Development Center for Teacher Education, the University of Texas at Austin. COET's research on junior high school classroom management began in 1978 with the Junior High Classroom Organization Study (JHCOS), a descriptive study of 51 teachers in eleven schools. The purpose of the JHCOS was to find out how effective teachers organize and manage their classes from the first days of school and maintain their management effectiveness throughout the year. At the end of the study, this information was used to identify a group of

teachers who had succeeded in establishing and maintaining well-managed classrooms. Their classes were characterized by high levels of student cooperation, success, and task-involvement. Students in these classes made good achievement gains during the year. Classroom observation records from the more effective teachers' classes were compared with those of less effective teachers, with particular attention to what teachers did at the beginning of the school year to organize and plan for classes, and how they maintained their management system and organized instruction later in the year. Results of the study were used in preparing a pilot version of Organizing and Managing the Junior High School Classroom. In the 1980-1981 school year, the manual was pilot-tested with seven teachers with results indicating that the manual was helpful to teachers in organizing their classes at the beginning of the school year. Teachers' responses to interviews and questionnaires were considered in revising the manual and planning a full-scale test of its effectiveness during the following school year.

91. PEOPLE-CENTERED NETWORKS: A GUIDE TO ORGANIZATIONAL DEVELOPMENT FOR LOCAL SCHOOL DISTRICTS

Cedar Knolls, NJ: Educational Improvement Center of Northwest New Jersey, no date given, five cassette tapes, five film strips.

Descriptors: Organization Development; Administrator/Executive; Nonprint.

Topics discussed in this series on organizational development include: (1) participatory problem solving; (2) dealing with problem solving situations; (3) becoming actively involved in problem solving; and (4) innovativeness, adaptability and resource utilization.

92. PETC-III: ORGANIZATIONAL DEVELOPMENT IN EDUCATION

Jung, Charles C. Portland, OR: Northwest Regional Educational Laboratory, 1977, 244 pgs.

Descriptors: Organization Development; Reports/Research; Administrator/Executive; Print.

This book is designed to answer the question, "How does an educational consultant become an effective organizational development consultant?" The book is directed toward individuals who feel at home in the world of schools and educational organizations, possess some of the skills and artistry of the consultation process and want to acquire some key insights from the emerging field of OD. The author has condensed concepts and approaches from a wide range of OD publications and presents these concepts in various models and systems of behavior.

93. PLANNED EDUCATIONAL CHANGE: A CONCEPTUAL UPDATE OF VIEWPOINTS IN TEACHING AND LEARNING

Bhola, H.S. (Ed.). Viewpoints in Teaching and Learning. Vol. 54, no. 2, April 1978, 134 pgs.

Descriptors: Dissemination/Diffusion; Reports/Research; Educational Change; Administrator/Executive; Print.

This issue of Viewpoints in Teaching and Learning addresses the communication of innovations in instructional technology including cognitions, attitudes, skills, technologies and organization work patterns and roles. Eight articles discuss current aspects of dissemination and utilization processes and planned educational change.

94. PLANNING A PROGRAM EVALUATION: AN EDUCATOR'S HANDBOOK

Bowers, John J. Philadelphia, PA: Research for Better Schools, 1978.

Descriptors: Assessment/Evaluation; Administrator/Executive; Print.

This handbook assists local school administrators and staff in planning a school curriculum evaluation. The handbook helps educators to do the following: (1) understand the purpose of evaluation; (2) determine what kind of information will answer the evaluation questions; (3) set priorities for asking evaluation questions; and (4) specify the most appropriate methods for data collection and interpretation. Included are easy-to-follow instructions, a case study illustrating how to use the handbook in planning a program evaluation and forms to assist educators in working through the planning process.

95. POWER AND CONFLICT IN CONTINUING EDUCATION: SURVIVAL AND PROSPERITY FOR ALL

Alford, Harold J. (Ed.). Belmont, CA: Wadsworth Publishing Co., 1980, 247 pgs.

Descriptors: Adult/Continuing Education; Administrator/Executive; Print.

Addressed in this book is the concept of power in continuing education. The book explores political constituencies and the ways each major provider of continuing education attempts to prosper amidst the growing threat of internal conflict, competition and inflation.

1008s

96. PRACTICAL POLITICS FOR SCHOOL ADMINISTRATORS

Wiles, David K. et al. Boston, MA: Allyn and Bacon, Inc., 1981, 225 pgs.

Descriptors: Management; Leadership; Administrator/Executive; Print.

This guide describes how to survive the political pressures of the 80s. It discusses taking charge of a new administrative position, maintaining control within the political arena and making meaningful changes. The guide also addresses specific populations and problems that bear on administrative effectiveness. Topics include: (1) prescriptive strategy for surviving the pressures of declining resources coupled with demands for quality education; (2) school administration tasks such as personnel, budget, curriculum and evaluation; (3) building effective working relationships with boards of education, central office staff, parents, community groups and students; (4) case studies and local school conditions; and (5) the theory of practical politics and strategies for administrative survival.

97. THE PRINCIPAL AND INDIVIDUALLY GUIDED EDUCATION

Lipham, James and Marvin J. Fruth. Reading, MA: Addison-Wesley Publishing Company, 1976.

Descriptors: Leadership; Implementation; Elementary; Administrator/Executive; Print.

Present and prospective principals are provided, in this book, with the understandings, skills and attitudes necessary to effectively implement the Individually Guided Education (IGE) program in elementary schools. Nine chapters in Part I address the principal's leadership role; eight case studies which serve as the basis for analysis, discussion and action on the part of IGE school principals are presented in Part II.

98. PRINCIPLES AND PROCEDURES IN TECHNICAL ASSISTANCE: AN APPROACH TO EDUCATIONAL CHANGE

Lillie D. and T. Blac. Educational Technology, vol. 16, no. 10, October, 1976, pp. 33-36.

Descriptors: Technical Assistance; Trainer; Print.

This article outlines a system for technical assistance used at a child development center. The authors identify general principles of technical assistance including mutual trust, confidentiality, continuity and comprehensiveness.

99. PROBLEM SOLVING AND EDUCATION: ISSUES IN TEACHING AND RESEARCH

Tuma, D. and F. Reif (Eds.). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc., 1979, 212 pgs.

Descriptors: Research/Reports; Administrator/Executive; Print.

Researchers describe the current state of knowledge concerning the psychological processes involved in problem solving and its educational implications. Topics discussed include: (1) implications of the new research on problem solving; (2) the information processing view of workers in cognitive psychology or artificial intelligence; (3) educational concerns regarding the problem solving process; (4) efforts to teach problem solving skills; and (5) the role of the electronic information revolution. Throughout, the authors strive to bridge the gap between basic research on problem solving processes and practical instruction designed to teach improved problem solving skills.

100. PROFESSIONAL DEVELOPMENT--SOURCES AND RESOURCES: AN ANNOTATED BIBLIOGRAPHY ON IN-SERVICE EDUCATION

Collins, James C. Syracuse, NY: National Dissemination Center, Syracuse University, 1979 (revised edition).

Descriptors: In-Service Education; Trainer; Reports/Research; Print.

This annotated bibliography, compiled by the staff of the National Council of States on In-Service Education, offers entries covering a wide range of in-service topics, including: developmental processes, teacher centers, model programs, human dynamics, resources, research and techniques.

101. PROGRAM DEFINITION AND ADAPTATION: IMPLICATIONS FOR IN-SERVICE

Hall, Gene E. and Susan F. Loucks. Journal of Research and Development in Education, vol. 14, no. 2, Winter 1981.

Descriptors: In-Service Education; Educational Change; Teacher/Trainer; Administrator/Executive; Print.

A method to aid teachers, administrators, staff developers and evaluators in defining programs and their adaptation is presented in this article. The concept is termed "Innovation Configuration," and can be applied to new as well as to established programs.

102. PROMOTING, GUIDING AND SURVIVING CHANGE IN SCHOOL DISTRICTS

Deal, Terrence E. and Samuel C. Nutt. Cambridge, MA: Abt Associates, Inc., 1977.

Descriptors: Educational Change; Administrator/Executive; Print.

This booklet, designed for school administrators, provides a perspective for viewing the process of change in school districts based on studies of ten rural school districts that participated in the Experimental Schools Program. Administrators are presented with a model of school organizations that can be used to anticipate problems and then develop appropriate strategies for solving those problems. The focus of the resource is on simplifying and mapping local change efforts.

103. RESOURCES FOR EDUCATIONAL PROGRAM IMPROVEMENT

Andover, MA: The Network, October, 1979, 177 pgs.

Descriptors: Reports/Research; Networking; Teacher/Trainer; Print.

A collection of RDU materials, this resource consists of 60 different documents which cluster around four broad topics central to the RDU program design and operation: (1) resources to help school staff work through a program improvement process; (2) role-related resources for linking agents; (3) resources from educational research and development; and (4) resources describing the RDU projects' experiences and learnings.

104. THE ROLE OF STATE EDUCATION AGENCIES IN IN-SERVICE EDUCATION

Allen, Wendell C. Syracuse, NY: National Council of States on In-Service Education, 1978, 36 pgs.

Descriptors: In-Service Education; Administrator/Executive; Print.

This pamphlet discusses the shift in priority from pre-service to in-service education and addresses the following topics: (1) setting, background, values and assumptions of in-service; (2) state education agency approaches to in-service planning and development; and (3) priority of needs, public involvement in teaching and learning.

105. SCHOOL EFFECTIVENESS: A REASSESSMENT OF THE EVIDENCE

Madaus, George et al. New York, NY: McGraw-Hill Book Company, 1980, 220 pgs.

Descriptors: Reports/Research; Assessment/Evaluation; Administrator/Executive; Print.

The effectiveness of our nation's schools is the subject of this book which describes and evaluates all the studies on school effectiveness to date as well as offers new evidence. The authors also raise questions regarding traditional tests that have been used as criteria in key studies of effectiveness. Chapter topics address major strategies for investigating school effectiveness--experiments, approximations to experiments and surveys--and the nature of the input variables used in such studies. Problems associated with the use of traditional standardized tests as measures of school success are considered in the context of test contents, psychometric screening of items, test reliability, form of measurement, use of summary scores and construct validity.

106. THE SECOND HANDBOOK OF ORGANIZATION DEVELOPMENT IN SCHOOLS

Schmuck, Richard et al. Palo Alto, CA: Mayfield Publishing Co., 1977, 590 pgs.

Descriptors: Organization Development; Administrator/Executive; Teacher/Trainer; Print.

The authors have prepared this book for organizational specialists in school districts, for those learning to become organizational specialists, for trainers specializing in organization development as well as all others who are members of educational organizations. The book has been designed as a tool kit for organizational specialists who have been trained to operate as members of a coordinated team and also to help administrators and teachers understand and act upon the organization of their school. It is intended to establish organizational climates that nurture personal fulfillment and, in that way, to create organizational norms and structures through which new dimensions of personal freedom, understanding, responsibility and social equity can be attained.

107. THE SECONDARY SCHOOL DIVISION CHAIRMAN: AN IN-BASKET SIMULATION EXERCISE

Musella, Donald F. and H. Donald Joyce. Toronto, ON: the Ontario Institute for Studies in Education, 1974, 38 pgs.

Descriptors: Management; Administrator/Executive; Print.

The simulation materials in this booklet have been presented in the form of problems encountered by the Secondary School Division Chairman. Their use can be directed to serve the following objectives: (1) improved skills related to the administrative processes of decision making, supervision, planning and problem solving; (2) greater understanding of the organizational and social setting in which the administrative and policy development processes operate; (3) greater understanding of role theory and role relationships as well as interpersonal perception and cognition; (4) greater understanding of the administrative and leadership roles as part of the greater organization and system; (5) greater understanding of self and others as part of interpersonal relationships within a group setting; (6) improved skills in interpersonal behavior and in fulfilling the leadership role with respect to working with others through various models of operation; and (7) improved skills in the use of various models of problem solving.

108. THE SECONDARY SCHOOL PRINCIPAL: AN IN-BASKET SIMULATION EXERCISE

Musella, Donald F. and H. Donald Joyce. Toronto, ON: the Ontario Institute for Studies in Education, 1973, 76 pgs.

Descriptors: Management; Administrator/Executive; Print.

The simulation materials in this booklet have been presented in the form of problems encountered by the secondary school principal. The use of these materials can be directed to serve the following objectives: (1) improved skills related to the administrative processes of decision making, supervision, planning and problem solving; (2) greater understanding of the organizational and social setting in which the administrative and policy development processes operate; (3) greater understanding of role theory and role relationships as well as interpersonal perception and cognition; (4) greater understanding of the administrative and leadership roles as part of the greater organization and system; (5) greater understanding of self and others as part of interpersonal relationships within a group setting; (6) improved skills in interpersonal behavior and in fulfilling the leadership role with respect to working with others through various models of operation; and (7) improved skills in the use of various models of problem solving.

109. SELECTING LEARNING EXPERIENCES: LINKING THEORY AND PRACTICE

Joyce, Bruce R. Washington, D.C.: Association for Supervision and Curriculum Development, 1978, 48 pgs.

Descriptors: Curriculum and Instruction; Reports/Research; Administrator/Executive; Print.

Discussed in this resource are the following topics: (1) differing points of view related to the design of learning experiences; (2) models of teaching; (3) linking theory and practice; (4) effects of various teaching methods; (5) probable effects of models of teaching; (6) developing a repertoire of models; and (7) designing schools around distinctive learning experiences.

110. SENSE AND HUMANITY IN OUR SCHOOLS: A GUIDE FOR THE 1980s

Clements, Zacharie J. Morristown, NJ: Silver Burdett Co., 1981, 358 pgs.

Descriptors: Educational Change; Parent/Community Involvement; Administrator/Executive; Print.

The author divides his attention among three major topics in this book. First, Clements analyzes what's currently wrong with public schools by offering a number of illustrative scenarios and defining some of the different problems schools face. Second, he discusses approaches to creating sense and humanity in schools by presenting a blueprint for action. And third, Clements defines the roles of various resources--teachers, administrators, school board members, parents and taxpayers.

111. SITUATIONAL LEADERSHIP FOR PRINCIPALS: THE SCHOOL ADMINISTRATOR IN ACTION

Dunn, Kenneth and Rita Dunn. West Nyack, NY: Prentice-Hall, Inc., 1983.

Descriptors: Management; Leadership; Administrator/Executive; Print.

Forty real-life situations faced by school principals are presented in this collection. Examples include: (1) overcoming the domineering ombudsman; (2) handling disputed grades; and (3) responding to parental pressure.Each conflict situation is presented as a case study, focusing on the situation, key issues, analysis of the situation and guidelines.

112. THE SOCIAL REALITIES OF TEACHING

Lieberman, Ann and Lynne Miller. Teachers College Record, vol. 8, no. 1, September, 1978, pgs. 54-68.

Descriptors: Staff Development; Reports/Research; Teacher/Trainer; Print.

This article is divided into three sections. The first serves to develop an understanding of the social realities of teaching. It begins with a review of the authors' knowledge regarding teaching as

a profession, presented in the form of social system understandings about teaching. The "dailiness" of teaching is described in the second section as an activity based on the authors' experiences and on the reportage of teachers working with the authors in schools. The third section uses the understandings developed from the previous sections as the basis for drawing implications for the theory and practice of staff development and school improvement efforts.

113. STABILITY AND CHANGE: INNOVATION IN AN EDUCATIONAL CONTEXT

Rosenblum, Sheila and Karen Seashore Louis. New York, NY: Plenum Press, 1981, 278 pgs.

Descriptors: Reports/Research; Educational Change; Assessment/ Evaluation; Elementary/Secondary Education; Administrator; Print.

This book is a result of an analysis of the Rural Experimental Schools (ES) Program, an NIE-funded set of long-term education field experiments. The Rural ES Program involved ten districts in diverse geographical areas with a combined total of 52 individual schools. The purpose of the Program was to develop and implement comprehensive changes in all aspects of district and school functioning. Rosenblum and Louis closely examined the data generated by the Rural ES Program; their book is based on that analysis and explores the crucial relationship among the organizational characteristics of a school system: individual schools, districts and federal education structures. Specific topics include the federal role in education, elements of change, strategies for measurement and analysis and assumptions underlying the Rural ES Program.

114. STAFF DEVELOPMENT: NEW DEMANDS, NEW REALITIES, NEW PERSPECTIVES

Lieberman, Ann and Lynne Miller (Eds.). New York, NY: Teachers College Press, 1979, 226 pgs.

Descriptors: Staff Development; Educational Change; Teacher/ Trainer; Print.

Explored in this resource are issues and topics related to effective staff development in an educational context, including: (1) creating a framework; (2) considering political perspectives; (3) developing guidelines for evaluation; (4) designing models; and (5) establishing teacher centers.

115. STAFF DEVELOPMENT: STAFF LIBERATION

Beegle, Charles W. and Roy A. Edelfelt (Eds.). Washington, DC: Association for Supervision and Curriculum Development, 1977, 119 pgs.

Descriptors: Staff Development; Curriculum and Instruction; Teacher/Trainer; Print.

Sixteen articles written by field experts are presented in this resource, addressing a number of tasks identified as integral to the role of staff development in educational settings. The articles discuss "what is" in staff development: programs and people using new styles and patterns related to curriculum development; involvement of teachers; accountability; improving teaching performance and achieving goals. The articles also address "what might be" in staff development: alternatives to the traditional models of schooling as well as values and processes consistent with a humanistic concept.

116. STANDARDS FOR EVALUATIONS OF EDUCATIONAL PROGRAMS, PROJECTS AND MATERIALS

Joint Committee on Standards of Educational Evaluation. New York, NY: McGraw-Hill Book Co., 1981, 162 pgs.

Descriptors: Assessment/Evaluation; Elementary/Secondary; Administrator/Executive; Adult/Continuing Education; Print.

This book is the product of a pioneer project in which participants endeavored to develop standards for educational evaluation that are both rigorous and useful. Thirty separate standards are presented in the book as a first approximation; the authors encourage practitioners to try, review and improve the standards and supply feedback. The book is written for those who work in or are concerned about elementary, secondary, higher or adult education and in both private and public institutions. It is intended as a guide to be used in evaluating educational programs, projects and materials. It is not intended to apply to evaluation of institutions, professional personnel or individual students. The standards are presented in four groups that correspond to four main concerns about evaluation: its utility, feasibility, propriety and accuracy.

117. THE STRUCTURE OF SCHOOL IMPROVEMENT

Joyce, Bruce R. New York, NY: Longman Publishers, 1983, 290 pgs.

Descriptors: Staff Development; Organization Development; Educational Change; Administrator/Executive; Print.

Woven together in this book is the best literature from the fields of organizational change, teacher development and school effectiveness to present a thorough analysis of the "ecology of good schools." The author derives underlying patterns of relationships among the various components of schooling and presents concrete strategies to guide the improvement process.

118. STYLES OF LEARNING AND TEACHING: AN INTEGRATED OUTLINE OF EDUCATIONAL PSYCHOLOGY

Entwistle, Noel. New York, NY: John Wiley and Sons, 1981, 293 pgs.

Descriptors: Reports/Research; Curriculum and Instruction; Teacher/Trainer; Print.

Intended to provide an integrative outline of important aspects of educational psychology, this book concentrates on learning and intellectual skills, yet acknowledges the important effects of motivation and personality on what is learned. The author is concerned with both the processes of learning and teaching as well as how people differ in their approaches. The book is divided into four parts. The first is introductory, looking at the historical origins of ideas on thinking and learning and at the purposes and methods of educational psychology. The second part invites readers to examine their own approaches to learning in relation to the most recent research on how students learn and study. This research provides a framework for the remaining chapters. Part three is an outline of psychological research covering memory, intellectual abilities, concept development, personality, motivation, and cognitive styles, while the concluding section looks at teaching styles and how the individual students, teachers or lecturers might incorporate the ideas from psychological research into their own approaches to learning or teaching.

119. SUPERVISION OF TEACHING

Washington, DC: Association for Supervision and Curriculum Development, 1982, 197 pgs.

Descriptors: Staff Development; Reports/Research; Administrator/ Executive; Print.

This yearbook from ASCD provides a current framework for thinking about supervision and addresses three primary faces: the artistic, the clinical and the scientific. Each face is discussed separately, then integrated within the description of the personal helping relationship role of the successful supervisor. The authors address the varied facets of supervision and offer perspectives on its history, organizational framework, strategies, models and future prospects. The point is made that although educational supervision has been developed concurrently with economics and technology, the human aspects must also be carefully considered.

120. SYSTEMS CHANGE STRATEGIES IN EDUCATIONAL SETTINGS

Arends, Richard I. and Jane H. Arends. New York, NY: Human Services Press, 1977, 120 pgs.

Descriptors: Educational Change; Administrator/Executive; Print.

This monograph concentrates on the processes of change in a school system and presents specific strategies for promoting system change. The material is written for school psychologists, counselors, social workers and others responsible for providing counseling and pupil personnel services within school organizations. The ideas and strategies presented are especially applicable to those who provide pupil personnel and psychological services in schools as well as to others who are curious about the nature of system change. Topics presented and discussed include: (1) a history of change in schools; (2) some principles of system change; (3) strategies and tools for facilitating system change; (4) guidelines for facilitating change; and (5) future trends.

121. TEACHER-CENTERED IN-SERVICE EDUCATION: PLANNING AND PRODUCTS

Luke, Robert A. et al. Washington, DC: National Education Association, 1980, 72 pgs.

Descriptors: In-Service Education; Teacher/Trainer; Print.

This book is written for teachers and others who design teacher-center and professional development criteria. Its purpose is to share discoveries resulting from NEA's In-Service Education Project (one of seven NIE-supported programs established to explore ways to close the gap between educational theory and practice). Also presented and discussed are resources that enable teachers to learn what they want to learn about the art and science of teaching in the ways they want to learn.

122. TEACHERS, THEIR WORLD AND THEIR WORK: IMPLICATIONS FOR SCHOOL IMPROVEMENT

Lieberman, Ann and Lynne Miller. Alexandria, VA: Association for Supervision and Curriculum Development, 1984, 142 pgs.

Descriptors: Educational Change; Reports/Research; Elementary/Secondary Education; Administrator; Teacher; Print.

This book, published by ASCD, explores the affective world of teachers. It ties instructional improvement directly to the social realities of the day-to-day events that take place in a school building. Lieberman and Miller clearly lay out the challenges and frustrations faced by teachers through verbatim quotations and vivid descriptions. In addition to providing insights into teacher perceptions, the authors identify specific modes for organizing change; they also provide brief case histories of each mode.

123. THE TEACHING-LEARNING PROCESS

Kuethe, James L. Glenview, IL: Scott, Foresman and Company, 1968, 149 pgs.

Descriptors: Curriculum and Instruction; Reports/Research; Elementary/Secondary Education; Administrator; Teacher; Print.

This book helps to make educators aware of the problem of definition when using such words as teaching, learning, intelligence, motivation and creativity. Analysis reveals that many of the arguments that arise from discussion of these concepts are a result of subtle discrepancies in definition rather than any real difference of opinion. The Teaching-Learning Process seeks to adopt a working definition of each of these critical terms to avoid misinterpretation and disagreement during discussion. In addition, the book probes into the fundamental ideas of retention and forgetting; reinforcement; transfer of learning; and basic student needs. Kuethe shows how educational principles can be derived by reviving empirical principles of learning in light of established educational values.

124. TECHNICAL ASSISTANCE IN EDUCATIONAL SETTINGS

Clifford, Richard M. and Pascal L. Trohanis (Eds.). Columbus, OH: the Ohio State University, 1980, 105 pgs.

Descriptors: Training; Dissemination/Diffusion; Networking; Implementation; Trainer; Print.

The authors have sought to develop a book which could serve as a reference to a diverse audience of technical assistance (TA) practitioners and consumers. The materials in the book are designed to accomplish the following: (1) provide timely and helpful background information in a comprehensive manner to educational personnel who are involved in either planning, developing or operating a TA service in their locale and (2) furnish appropriate information about TA so education personnel can use TA services more effectively and efficiently. The book is subdivided into three sections: planning TA systems, implementing TA systems and evaluating TA systems.

125. TRANSFORMING THE SCHOOL'S CAPACITY FOR PROBLEM SOLVING

Runkel, Philip J. et al. Eugene, OR: Center for Educational Policy and Management, the University of Oregon, 1979, 138 pgs.

Descriptors: Organization Development; Educational Change; Reports/Research; Administrator/Executive; Print.

This book represents one of several final reports from the project on Documentation and Technical Assistance in Urban Schools (DTA) funded by the National Institute of Education (NIE) through its program on School Capacity for Problem Solving. The material is written for those persons interested in organizational change in schools. The intent of the authors is to deal with theory; that is, conceptions of how problem solving in schools does work, how it can work and how it can be facilitated by change agents from inside or outside the school.

COLLECTION OF TRAINING MATERIALS

TRENDS IN SOCIAL CHANGE

MAJOR AREA OF EMPHASIS: TRENDS IN SOCIAL CHANGE	Page Number of Annotation	Content Descriptors: T.A./Training/Consultation	Staff Development	Implementation	Organization Development	Workshop/Conference	Curriculum and Instruction	In-Service Education	Reports/Research	Dissemination/Diffusion	Org/Ed/Personal Change	Com/Role/Networking	Management	Leadership	Parent/Community Involvement	Assessment/Evaluation	Cross-Cultural/Multicultural	Primary Audience-Target Group: Elementary/Secondary Education	Administrator/Executive	Adult/Continuing Education	Teacher/Trainer	Type of Material: Print	Nonprint	Fiction
1. (THE) AQUARIAN CONSPIRACY: PERSONAL AND SOCIAL TRANSFORMATION IN THE 1980s	1										x	x							x		x	x		
2. BRIDGING THE DISTANCE: AN INSTRUCTIONAL GUIDE TO TELE-CONFERENCING	1								x			x							x	x	x	x		
3. COMMUNICATIONS AND THE FUTURE: PROSPECTS, PROMISES AND PROBLEMS	1								x			x							x			x		
4. (THE) COMMUNICATIONS REVOLUTION	2										x	x							x			x		
5. CONCEPTS FOR SOCIAL CHANGE	2				x						x							x	x			x		
6. CROSS-CULTURAL RESEARCH METHODS	2								x								x	x				x		
7. CULTURE'S CONSEQUENCES: INTERNATIONAL DIFFERENCES IN WORK-RELATED VALUES	3								x								x	x				x		
8. LEFT BRAIN, RIGHT BRAIN	3								x								x	x				x		
9. MEGATRENDS: TEN NEW DIRECTIONS TRANSFORMING OUR LIVES	4										x							x		x	x	x		
10. NEW ROLES: SEARCHING FOR SELF-FULFILLMENT IN A WORLD TURNED UPSIDE DOWN	4										x							x		x	x			
11. (THE) NINE AMERICAN LIFESTYLES: WHO WE ARE AND WHERE WE ARE GOING	4										x							x		x	x			
12. 1999: THE WORLD OF TOMORROW	5										x							x		x	x			
13. (THE) RIGHT BRAIN: A NEW UNDERSTANDING OF THE UNCONSCIOUS MIND AND ITS CREATIVE POWERS	5								x								x			x	x			
14. THROUGH THE '80s: THINKING GLOBALLY, ACTING LOCALLY	6										x							x		x	x			

1576s

1. THE AQUARIAN CONSPIRACY: PERSONAL AND SOCIAL TRANSFORMATION IN THE 1980s

Ferguson, Marilyn. Los Angeles, CA: J. P. Tarcher, Inc., 1980, 448 pgs.

Descriptors: Personal Change; Networking/Communication; Administrator/ Executive; Teacher/Trainer; Print.

In this book, Ferguson discusses radical change in our culture. She describes how an underground network of advanced thinkers, philosophers, statesmen, celebrities and others are working to create a different society based on human potential. Ferguson illustrates the effect of technologies on personal consciousness, medicine, politics, business, education, religion and family. Specifically, she talks about the roles of stress and crisis in this personal and cultural transformation.

2. BRIDGING THE DISTANCE: AN INSTRUCTIONAL GUIDE TO TELECONFERENCING

Monson, Mavis. Madison, WI: University of Wisconsin, 1978, 65 pgs.

Descriptors: Teleconference/Communication/Networking; Reports/Research; Adult/Continuing Education; Administrator/ Executive; Teacher/Trainer; Print.

This manual offers techniques to help individuals plan, present and evaluate programs using the medium of teleconferencing. Four basic steps to successful teleconference planning are presented: (1) humanizing; (2) participation; (3) message style; and (4) feedback. The manual is based on research and practice related to teleconferencing in adult education, communications, learning and listening as well as extensive interviews with programmers who have presented and evaluated scores of programs using teleconferencing techniques.

3. COMMUNICATIONS AND THE FUTURE: PROSPECTS, PROMISES AND PROBLEMS

Didsbury, Howard F., Jr. Bethesda, MD: World Future Society, 1982, 357 pgs.

Descriptors: Reports/Research; Telecommunications/Communication; Administrator/Executive; Print.

This book offers a variety of papers that speak to the current telecommunications revolution and its likely future developments and probable effects from a wide range of perspectives. Such subjects as the following are discussed: (1) the future of American microelectronics technology; (2) telecommunications alternatives to transportation; (3) information technology as it relates to national

and global trade; and (4) future prospects for global satellite communication. Possible negative effects of anticipated telecommunications innovations are discussed as well as possible psychological, social and political dangers inherent in these innovations. The purpose of the book is to inform individuals about the problems and promise of telecommunications to human development and global civilization.

4. THE COMMUNICATIONS REVOLUTION

Williams, Frederick. Beverly Hills, CA: Sage Publications, 1982, 292 pgs.

Descriptors: Communication/Telecommunications; Org/Ed/Personal Change; Administrator/Executive; Print.

The author notes that individuals are changing as a result of the explosion in communications technologies--computers, satellites, tape, disc, microprocessors and new telephone and radio services. This change is in the form of environmental adaptation. The thesis of this book is that communications technologies are more a catalyst and intensifier of change than a cause; communications technologies are a part of society's problems as well as a part of the solutions to those problems. Therefore, Williams views the communications technology revolution in its broadest possible view, looking at this phenomena as a communications metamorphosis of our environment.

5. CONCEPTS FOR SOCIAL CHANGE

Watson, Goodwin (Ed.). Washington, DC: National Training Laboratories, 1969, 88 pgs.

Descriptors: Org/Ed Change; Organization Development; Elementary/ Secondary Ed; Administrator/Executive; Print.

This book presents working papers used by the Cooperative Project for Educational Develoment (COPED) to give direction on planned change. COPED was a three-year project funded by the U.S. Office of Education to develop models of planned change in education. The papers in this collection are relevant to change in education as well as to other social contexts. Topics include: (1) the concept of organization development; (2) resistance to change; (3) dynamics of change; (4) use of social research to improve school practice; and (5) self-renewal in school systems.

6. CROSS-CULTURAL RESEARCH METHODS

Brislin, Richard W. et al. New York, NY: John Wiley and Sons, 1973, 351 pgs.

Descriptors: Reports/Research; Cross-Cultural; Administrator/ Executive; Print.

This book offers a coherent, logically organized discussion of the strategies, methods, problems and issues related to planning and conducting cross-cultural research projects. Specifically directed to behavioral scientists around the world, the authors emphasize empirical approaches and appropriate selection of methods and tools to facilitate meaningful data collection and to ensure valid comparisons of individual behavior across cultures. Part 1 includes sampling, translation of instruments, survey methods, experimentation, the issue of equivalence and fitting results into an established frame of reference. Part 2 provides brief descriptions of cross-culturally appropriate psychological tests along with recommendations for their use.

7. CULTURE'S CONSEQUENCES: INTERNATIONAL DIFFERENCES IN WORK-RELATED VALUES

Hofstede, Geert. Beverly Hills, CA: Sage Publications, 1980, 474 pgs.

Descriptors: Reports/Research; Cross-Cultural; Administrator/ Executive; Print.

This book is one in a series on cross-cultural topics and interdisciplinary research. The series was designed to integrate research method and theory and to analyze issues in comparative analyses across cultures. Each volume in the series considers the strengths, interrelationships and weaknesses of the various cross-cultural methodologies using data from such fields as anthropology, political science, psychology and sociology. This volume moves into the area of international organizations. It analyzes data collected from a questionnaire completed by hundreds of individuals in organizations in 40 countries. The author presents four value dimensions that can serve as criteria for future culture-comparative studies.

8. LEFT BRAIN, RIGHT BRAIN

Springer, Sally P. and Georg Deutsch. San Francisco, CA: W. H. Freeman, 1981, 243 pgs.

Descriptors: Reports/Research; Administrator/Executive; Teacher/Trainer; Print.

Problems associated with human brain research and hemisphericity have been twofold: (1) the findings have not always been consistent; and (2) conclusions and speculations well beyond those justified by the data were drawn. In the book, the authors bring together an abundant

array of data related to brain research and hemispheric asymmetries. Findings on asymmetry in brain-damaged, split-brain and normal subjects are presented. Also discussed are such topics as left-handedness, sex differences and the development of asymmetry.

9. MEGATRENDS: TEN NEW DIRECTIONS TRANSFORMING OUR LIVES

Naisbitt, John. New York, NY: Warner Books, 1982, 290 pgs.

Descriptors: Org/Ed/Personal Change; Administrator/Executive; Teacher/Trainer; Print.

Naisbitt discusses the restructuring of America in this book, looking at a new society that has not yet fully evolved. The author includes ten chapters that examine each of these restructurings. Topics for the chapters include: (1) the move from an industrial to an information society; (2) the move to a high tech/high touch society; (3) the shift to a more global economy; (4) the change from short-term considerations to much longer-term time frames; (5) a rediscovery of the ability to act innovatively; (6) a shift from instructional help to more self-reliance; (7) a move to an era of instantaneously shared information; (8) a preference for informed networks; (9) a shift to large numbers of people living in the South and West; and (10) an explosion into a free-wheeling, multiple-option society.

10. NEW RULES: SEARCHING FOR SELF-FULFILLMENT IN A WORLD TURNED UPSIDE DOWN

Yankelovich, Daniel. New York, NY: Random House, 1981, 278 pgs.

Descriptors: Personal Change; Administrator/Executive; Teacher/Trainer; Print.

The author contrasts traditional Americans (those who value thrift and productivity by practicing self-denial and deferred gratification) with the new generation of Americans (the 80 percent of our population who are committed to self-fulfillment and instant gratification). Yankelovich combines results from his polls with case histories to present a picture of modern Americans as a culture constantly experimenting with life--seeking material well-being, creativity, autonomy and adventure while facing an uncertain future and a more hazardous economic environment.

11. THE NINE AMERICAN LIFESTYLES: WHO WE ARE AND WHERE WE ARE GOING

Mitchell, Arnold. New York, NY: MacMillan Publishing Co., Inc., 1983, 301 pgs.

Descriptors: Personal Change; Administrator/Executive; Teacher/Trainer; Print.

This book is a result of the Values and Lifestyles Study (VALS) conducted at the Stanford Research Institute. The VALS Program carried out the most comprehensive and extensive survey ever done on human values and lifestyles; conclusions from the survey offer important insights into the changes that have occurred in our society with implications for business, sociology and psychology. The author suggests that Americans have turned inward; individuals are, more than ever, questioning the values of society and are seeking to define themselves based on their own beliefs. As these Americans mature, their concerns broaden from themselves to society as a whole. Mitchell discusses these "Societally Conscious" people that he sees as moving into the American power structure and redefining the nation and the corporate role in it.

12. 1999: THE WORLD OF TOMORROW

Cornish, Edward (Ed.). Washington, DC: World Future Society, 1978, 159 pgs.

Descriptors: Ed/Org/Personal Change; Administrator/Executive; Teacher/Trainer; Print.

The World Future Society was formed in 1966 to serve as a clearinghouse and forum for a wide variety of viewpoints on futurism. The articles in this book are drawn from "The Futurist," a magazine published by the society. The first group of articles discusses the use of past history to build a better future. The second section focuses on technological achievements. The third group of articles describes some of the problems facing humanity and suggests solutions to those problems. The final section focuses on the human being as the determining factor in what the future will bring.

13. THE RIGHT BRAIN: A NEW UNDERSTANDING OF THE UNCONSCIOUS MIND AND ITS CREATIVE POWERS

Blakeslee, Thomas R. Garden City, NY: Anchor Press/Doubleday, 1980, 263 pgs.

Descriptors: Reports/Research; Elementary/Secondary Education; Teacher/Trainer; Print.

Blakeslee suggests that the entire half of our mind (the right hemisphere of the brain) has long been undereducated by our schools. The author shows in this book how learning is enhanced and extended when the whole brain is utilized. The Right Brain clearly and simply describes the integrative nature of knowledge, feeling and thinking, with a special focus on the "unconscious mind."

14. THROUGH THE '80s: THINKING GLOBALLY, ACTING LOCALLY

Feather, Frank (Ed.) Washington, DC: World Future Society, 1980, 431 pgs.

Descriptors: Org/Ed/Personal Change; Administrator/Executive; Teacher/Trainer; Print.

This book was prepared in conjunction with the First Global Conference on the Future held in Toronto, Canada, July 20-24, 1980. The conference combined the Third General Assembly of the World Future Society and the fifth annual conference of the Canadian Futures Society. The papers included in this resource were selected from those submitted to the conference committee. A wide selection of thoughts on futurism is presented in this collection including: (1) the trauma of change; (2) a global perspective; (3) the international context of futurism; (4) economics; (5) human values; (6) communicating; (7) staying fit; (8) learning to meet tomorrow; and (9) futurism as a way of life.

COLLECTION OF TRAINING MATERIALS

PERSONAL GROWTH

MAJOR AREA OF EMPHASIS:

PERSONAL GROWTH

	Page Number of Annotation	Content Descriptors: T.A./Training/Consultation	Staff Development	Implementation	Organization Development	Workshops/Conferences	Curriculum and Instruction	In-Service Education	Reports/Research	Dissemination/Diffusion	Org/Mgt/Personal Change	Com/Trade/Networking	Management	Leadership	Parent/Community Involvement	Assessment/Evaluation	Cross-Cultural/Multicultural	Primary Audience-Target Group: Elementary/Secondary Education	Administrator/Counselor	Adult/Continuing Education	Teacher/Trainer	Type of Material: Print	Nonprint	Fiction
1. THE ADULT LEARNER: A NEGLECTED SPECIES	1						X		X											X		X		
2. ASSERTING YOURSELF: A PRACTICAL GUIDE FOR POSITIVE CHANGE	1										X		X						X		X	X		
3. ASSERTION TRAINING: A FACILITATOR'S GUIDE	1	X				X															X	X		
4. A KNACK ON THE SIDE OF THE HEAD: HOW TO UNLOCK YOUR MIND FOR INNOVATION	2												X						X			X		
5. CREATIVE THINKING AND IMAGINEERING	2												X						X			X		
6. EXPERIENTIAL LEARNING AND CHANGE: THEORY, DESIGN AND PRACTICE	2								X		X										X	X		
7. HUMAN PROBLEM SOLVING	3						X		X		X										X	X		
8. IN SEARCH OF HUMAN EFFECTIVENESS: IDENTIFYING AND DEVELOPING CREATIVITY	3								X		X		X						X			X		
9. INTERPERSONAL CHANGE: A FIELD APPROACH TO HELPING PEOPLE CHANGE	4								X		X									X		X		
10. INTERPERSONAL COMMUNICATION	4	X																			X	X		
11. THE INTUITIVE EDGE: UNDERSTANDING INTUITION AND APPLYING IT IN EVERYDAY LIFE	4										X		X						X			X		
12. THE INVENTURERS: EXCURSIONS IN LIFE AND CAREER RENEWAL	5										X									X	X	X		
13. IT'S ABOUT TIME: A PRACTICAL GUIDE TO MANAGING YOUR MOST IMPORTANT RESOURCE	5												X						X			X	X	
14. I WANT TO CHANGE BUT I DON'T KNOW HOW!	5										X								X		X	X	X	
15. LIFELONG LEARNING: A HUMAN AGENDA	6						X											X		X		X		
16. THE MAGIC OF YOUR MIND	6										X		X						X			X		
17. PERSONAL VITALITY	7										X								X		X	X		
18. PERSONAL VITALITY WORKBOOK: A PERSONAL INVENTORY AND PLANNING GUIDE	7										X								X		X	X		
19. THE POWER OF FORM: A PSYCHOANALYTIC APPROACH TO AESTHETIC FORM	7								X												X	X		
20. SUCCESSFUL TIME MANAGEMENT: A SELF-TEACHING GUIDE	8												X						X			X		
21. TWO SIDES OF THE BRAIN: BRAIN LATERALIZATION EXPLORED	8								X												X	X		
22. UNDERSTANDING AND MANAGING STRESS: A BOOK OF READINGS	8								X				X						X			X		
23. UNIQUENESS: THE HUMAN PURSUIT OF DIFFERENCE	9								X				X						X			X		

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1. THE ADULT LEARNER: A NEGLECTED SPECIES

Knowles, Malcolm. Houston, TX: Gulf Publishing Company, 1978, 244 pgs.

Descriptors: Reports/Research; Curriculum and Instruction; Adult/Continuing Education; Print.

This second edition of Knowles book on human resource development (HRD) and adult education retains much of the material from the first edition which included various theories of HRD. In this edition, the reader is able to explore, in greater depth, the various theories and the contrasts among them. Using this book, HRD personnel and others interested in the world of the adult learner, can analyze common learning theories from sensitivity training to programmed instruction. In addition, Knowles explains the historical background for his term, "andragogy."

2. ASSERTING YOURSELF: A PRACTICAL GUIDE FOR POSITIVE CHANGE

Bower, Sharon Anthony and Gordon H. Bower. Reading, MA: Addison-Wesley Publishing Co., 1980, 244 pgs.

Descriptors: Management; Personal Change; Administrator/Executive; Teacher/Trainer; Print.

In this book, the authors seek to help individuals gain greater self-esteem and self-confidence in expressing themselves and standing up for their rights. The focus is on better self-management; the authors promote the values of personal growth and fulfillment for everyone. Understanding and implementing self-management techniques allows individuals to take responsibility for the quality of their relationships with others. Self-management includes assertiveness training and this book presents one approach to help people design their own personal program for positive change.

3. ASSERTION TRAINING: A FACILITATOR'S GUIDE

Kelley, Colleen. San Diego, CA: University Associates, Inc., 1979, 382 pgs.

Descriptors: TA/Training; Consultation; Workshop; Trainer; Print.

Assertion components used by the author during various training events all over the world are discussed in this book. The assertion techniques presented are practical, comprehensive and easy to use. Kelley has written her book for workshop trainers and facilitators who want to teach their clients how to express themselves without violating the rights of others. She has integrated research findings and field techniques into a functional guide which is based on a

skill-component system. Part I presents ten assertion skill components; Part II presents three assessment forms to use at various points in the skill-component sequence; Part III explores considerations in the design of an assertion training event and presents five sample designs.

4. A WHACK ON THE SIDE OF THE HEAD: HOW TO UNLOCK YOUR MIND FOR INNOVATION

Von Oech, Roger. New York, NY: Warner Books, Inc., 1983, 141 pgs.

Descriptors: Management; Administrator/Executive; Print.

The purpose of this book is to stimulate thinking. It is based on Von Oech's experiences in helping business people throughout the country generate, manage and apply their ideas more effectively. A series of exercises is presented to help individuals unlock their minds and stimulate their innovative thinking.

5. CREATIVE THINKING AND BRAINSTORMING

Rawlinson, J. Geoffrey. New York, NY: John Wiley and Sons, 1981, 122 pgs.

Descriptors: Management; Administrator/Executive; Print.

Rawlinson addresses his book to all managers at various levels in their organizations as well as to groups of people working together to solve problems. The book essentially deals with two areas of creativity: (1) methodologies and techniques of brainstorming; and (2) identification of barriers which prevent managers from using their creative abilities. The material in the book was derived from a series of presentations made by Rawlinson to large corporations in a number of countries throughout the world. The intention of the book is to pass these experiences on and help others use brainstorming techniques to find solutions to different problems.

6. EXPERIENTIAL LEARNING AND CHANGE: THEORY, DESIGN AND PRACTICE

Walter, Gordon A. and Stephen E. Marks. New York, NY: John Wiley and Sons, 1981, 333 pgs.

Descriptors: Org/Ed/Personal Change; Reports/Research; Teacher/Trainer; Print.

The field of experiential learning is explored in this book which addresses broad issues common to a variety of experiential approaches. The focus is on learning from adherents of different approaches, rather than advocating one school of thought. Part 1 examines the foundations for experiential learning; it offers

descriptions of seven model types of human functioning that organize a wide variety of different theoretical explanations of human behavior. Part 2 presents the actual pragmatics of designing and conducting learning experiences. Persons interested in theory and research related to individual change would find appropriate material in Part 1; persons seeking applications of the research to the learning environment would find Part 2 useful.

7. HUMAN PROBLEM SOLVING

Newell, Allen and Herbert A. Simon. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1972, 920 pgs.

Descriptors: Reports/Research; Curriculum and Instruction; Teacher/Trainer; Print.

The authors seek to advance our understanding of how humans think. They present a theory of human problem solving along with empirical evidence to support their theory. Included in the study are the following: (1) task dimension (how a person behaves in different situations); (2) performance-learning-development dimension (the distinction between a person performing a task from one who is learning or developing to learn a task); and (3) individual-difference dimension (how a person differs from other humans in terms of genetics and historical background). The overarching focus of the book is on the performance of intelligent adults in our own culture.

8. IN SEARCH OF HUMAN EFFECTIVENESS: IDENTIFYING AND DEVELOPING CREATIVITY

MacKinnon, Donald W. Buffalo, NY: Creative Education Foundation, Inc., 1978, 216 pgs.

Descriptors: Reports/Research; Management; Personal Change; Administrator/Executive; Print.

This book focuses on the understanding and nurturing of the creative potential in individuals through a collection of articles, written by the author, that speak to this subject. Each chapter is presented as a self-contained unit in creativity; however, the chapters are intended to be read collectively to help individuals become as fully functioning as possible. To better understand the positive aspects of personality and the nature of human effectiveness, the author presents and discusses the following: (1) a personality assessment and other tools to identify effectiveness; (2) a method of personality assessment and how it has been used; (3) a search for the meaning of talent; (4) a definition of creativity; (5) a synthesis of results from tests of interests, values, cognitive styles, interpersonal relationships and personality; (6) a study of the creative process; and (7) major theories concerning the development of personality.

9. INTENTIONAL CHANGES: A FRESH APPROACH TO HELPING PEOPLE CHANGE

Tough, Allen. Chicago, IL: Follett Publishing Company, 1982, 161 pgs.

Descriptors: Reports/Research; Personal Change; Adult Education; Print.

In this book, Tough closely examines people in the process of change. He focuses on the broad range of intentional changes that people choose for themselves. The content, size and importance of intentional changes are carefully described; questions concerning who chooses, plans and implements change are then presented and discussed. Finally, the book spells out the various implications of the material for practitioners, policy makers and researchers. Tough's position is that much more can be done to encourage and assist those individuals making intentional changes if more is known about the process of change.

10. INTERPERSONAL COMMUNICATIONS

Jung, Howard et al. Portland, OR: Northwest Regional Educational Laboratory, 1972, film.

Descriptors: Training Designs/Events; Teacher/Trainer; Nonprint.

Sixteen films that address the area of interpersonal communications skills are offered in this series. They include the following topical areas: (1) paraphrasing; (2) behavior description; (3) describing feelings; (4) perception check; (5) feedback; (6) expectations and communication; (7) the interpersonal gap; (8) effects of feelings; (9) matching behaviors with intentions; (10) open communication; (11) communicating about interpersonal relationships; (12) roles and patterns of interpersonal communication; (13) norms and communication; (14) one- and two-way communication; (15) communication patterns in schools; and (16) communicating under pressure.

11. THE INTUITIVE EDGE: UNDERSTANDING INTUITION AND APPLYING IT IN EVERYDAY LIFE

Goldberg, Philip. Los Angeles, CA: Jeremy P. Tarcher, Inc., 1983, 226 pgs.

Descriptors: Management; Personal Change; Administrator/Executive; Print.

Goldberg suggests that the creative function of intuition stretches the capacities of individuals by introducing options, alternatives and possibilities. Accurate intuition is seen by the author as a way to gain personal and environmental insight, evaluate choices and predict the future. This book has been written to help individuals enhance their physical, emotional, social and spiritual capacities via the development of intuition. Through self-expansion, change and meaningful challenges, individuals are shown how problems can be turned into opportunities for growth.

12. THE INVENTURERS: EXCURSIONS IN LIFE AND CAREER RENEWAL

Hagberg, Janet and Richard Leider. Reading, MA: Addison-Wesley Publishing Company, 1982, 190 pgs.

Descriptors: Personal Change; Adult/Continuing Education; Teacher/Trainer; Print.

This book is designed to help individuals explore new directions in their lives or careers. The authors share a life and career-renewal process to help individuals realize and examine the full range of their options. The process presented evolved from the authors' extensive life and career-renewal experiences with a wide range of adult groups in business, industry, education and government.

13. IT'S ABOUT TIME: A PRACTICAL GUIDE TO MANAGING YOUR MOST IMPORTANT RESOURCE

Stokes, Stewart L. Jr. Boston, MA: CBI Publishing Co., Inc., 1982, 143 pgs.

Descriptors: Management; Administrator/Executive; Print; Nonprint.

This book and the accompanying tape are about time management and have been developed for managers and supervisors, administrators, staff specialists, persons about to enter or re-enter the job market or persons faced with a career change. Stokes deals with time management and offers an approach or a model to help individuals make day-to-day decisions about what they want to accomplish in life and how they want tasks to get done. The focus is on proactive planning (rather than reactive) for the events, decisions and results that are important to an individual's life.

14. I WANT TO CHANGE BUT I DON'T KNOW HOW!

Rusk, Tom and Randy Read. Los Angeles, CA: Price/Stern/Sloan Publishers, Inc., 1983, 367 pgs.

Descriptors: Personal Change; Administrator/Executive; Teacher/Trainer; Print.

The authors wrote this book for lay persons wishing to change as well as for counselors who seek to help others master their lives. Toward this end, the authors have included an inventory to help individuals assess their needs, habits and areas of their lives in need of change. A series of exercises follows to involve readers in the step-by-step process of change. Specific areas discussed include dealing with others, dealing with children and the need for natural selfishness.

15. LIFELONG LEARNING: A HUMAN AGENDA

Overly, Norman (Ed.). Alexandria, VA: Association for Supervision and Curriculum Development, 1979, 196 pgs.

Descriptors: Curriculum and Instruction; Elementary/Secondary Education; Adult/Continuing Education; Print.

The ASCD 1979 Yearbook Committee, after collecting and analyzing an array of data related to schooling, learning and the human being, determined that the individual should be the major focus of any learning experience. Further, the committee determined that since learning is a lifelong process, all societal segments should be used as resources. The authors have written this book to support their premise that learning is truly a lifetime process, beginning at birth and ending at death. Schools are institutions that provide access to knowledge and skills, but are not the exclusive providers of such experiences. This book discusses how all resources in our society can be linked together to provide for learning throughout the lifetimes of our citizens.

16. THE MAGIC OF YOUR MIND

Parnes, Sidney J. Buffalo, NY: Creative Education Foundation, Inc., 1981, 235 pgs.

Descriptors: Management; Personal Change; Administrator/Executive; Print.

This book carefully and visually explains how individuals or groups can enhance and extend their creative outputs. Parnes describes ways individuals can push beyond their present mental limits and embrace new ways of thinking using the contributions of leading researchers and practitioners. He offers tips and techniques to mentally stretch beyond conventional thinking to reach new frontiers of creative thought. The Magic of Your Mind is applicable to a diverse range of traditional challenges and decisions faced by everyone at some point including decisions related to career, marriage, death, money and retirement. Additionally, Parnes helps individuals explore social problems associated with space exploration, pollution, poverty, ocean mining, crime, energy and health care.

17. PERSONAL VITALITY

Miller, Donald B. Reading, MA: Addison-Wesley Publishing Co., 1977, 374 pgs.

Descriptors: Personal Change; Trainer; Administrator/Executive; Print.

Miller deals with human resources in this book--specifically, personal vitality--and discusses change as it relates to goals, managing careers and the world of work. Miller suggests that adult change is part of life management and includes shifts in values, lifestyles, careers and jobs. Managing change is the central theme of this book and the author makes the point that change is necessary for enhancement and extension of personal vitality. Miller uses the behavioral and social sciences as well as business and social experiences as support and validation for his growth-enhancing techniques. The first section of the book defines personal vitality and describes its critical elements. The second part helps individuals and organizations set up and achieve personal goals, implement personal change and redesign jobs.

18. PERSONAL VITALITY WORKBOOK: A PERSONAL INVENTORY AND PLANNING GUIDE

Miller, Donald B. Reading, MA: Addison-Wesley Publishing Co., 1978, 122 pgs.

Descriptors: Personal Change; Trainer; Administrator/ Executive; Print.

This workbook accompanies the text, Personal Vitality, and is designed to help individuals assess their values, attitudes, goals and feelings. The major portion of the workbook includes the Personal Growth and Vitality Inventory, which helps individuals review job and life satisfaction. The material has been designed for personal use but could also serve as a basis for discussion with a counselor or in a small group or workshop setting.

19. THE POWER OF FORM: A PSYCHOANALYTIC APPROACH TO AESTHETIC FORM

Rose, Gilbert J. New York, NY: International Universities Press, Inc., 1980, 234 pgs.

Descriptors: Reports/Research; Teacher/Trainer; Print.

Rose uses psychoanalysis to write about today's art. He discusses: (1) the relationship between form and content; (2) the making of art as an attempt to understand the world, as opposed to an expressive drive; and (3) the relationship between artist and the viewer. The

author also looks at literature and music, in addition to the visual arts, from the perspective of psychoanalysis, opening up new discourse between psychoanalysis and all the arts. The chief assumption underlying the book is the inherent continuity of the aesthetic with the rest of life and culture.

20. SUCCESSFUL TIME MANAGEMENT: A SELF-TEACHING GUIDE

Ferner, Jack D. New York, NY: John Wiley and Sons, Inc., 1980, 287 pgs.

Descriptors: Management; Administrator/Executive; Print.

The author subjects time management to the principles of analysis and planning. Ferner looks at where time goes, the problems and causes of lost time, and how long it takes to accomplish certain tasks. The most important factor in time management, notes the author, is planning, both for long-term goals and daily schedules. Individuals who understand the principles of time management, apply them to their specific situations, and commit those principles to habit will be able to increase their effectiveness, success and self-satisfaction.

21. TWO SIDES OF THE BRAIN: BRAIN LATERALIZATION EXPLORED

Segalowitz, Sid J. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1983, 292 pgs.

Descriptors: Reports/Research; Teacher/Trainer; Print.

The author presents and summarizes the research base related to brain lateralization (the left-right dichotomy). The basic purpose of the book is to present a framework for discussing the uses of the left-right distinction between the brain hemispheres. Part I offers clinical evidence; Part II explores the differences found between the hemispheres in language functions and their intellectual and perceptional skills; Part III discusses the evolution of brain lateralization by comparing species; the author devotes Part IV to individual differences in brain functioning; and in Part V, the author presents applications of the research to human behavior outside the laboratory.

22. UNDERSTANDING AND MANAGING STRESS: A BOOK OF READINGS

Adams, John D. San Diego, CA: University Associates, Inc., 1980, 217 pgs.

Descriptors: Reports/Research; Management; Administrator/Executive; Print.

Stress is a necessary, positive force in one's life, contends the author. However, when too much stress develops and individuals

aren't skilled in stress management techniques, undesirable manifestations of strain can develop, leading to illness or ineffectiveness at work or in personal relationships. This book seeks to help individuals understand the stress response; it outlines methods for managing stress and for protecting against adverse consequences of stress.

23. UNIQUENESS: THE HUMAN PURSUIT OF DIFFERENCE

Snyder, C. R. and Howard L. Fromkin. New York, NY: The Plenum Press, 1980, 227 pgs.

Descriptors: Reports/Research; Management; Administrator/Executive; Print.

The authors present an original theory and assessment procedure related to the human pursuit of being different. They offer insights into why it is imperative for individuals to understand the relationships among self, identity and uniqueness. The chapters of the book include discussions of the following: (1) individuals' need for uniqueness; (2) the theories of uniqueness; (3) uniqueness attributes; (4) attitudes and beliefs regarding human differences; (5) uniqueness motivation; and (6) the pursuit of difference and the various environments.

COLLECTION OF TRAINING MATERIALS

MANAGEMENT/ORGANIZATION DEVELOPMENT

MAJOR AREA OF EMPHASIS:

MANAGEMENT/ORGANIZATION DEVELOPMENT

	Page Number of Annotation	Content Descriptors: T.A./Training/Consultation	Staff Development	Implementation	Organization Development	Workshop/Conference	Curriculum and Instruction	In-Service Education	Reports/Research	Dissemination/Diffusion	Org/Ed/Personal Change	Com/Tele/Networking	Management	Leadership	Parent/Community Involvement	Assessment/Evaluation	Cross-Cultural/Multicultural	Primary Audience-Target Group: Elementary/Secondary Education	Administrator/Executive	Adult/Continuing Education	Teacher/Trainer	Type of Material: Print	Reprint	Fiction
1. ACTIVITIES FOR TRAINERS: 50 USEFUL DESIGNS	1	X											X				X				X	X		
2. (THE) ANDROGYNOUS MANAGER	1												X	X					X			X		
3. (AN) ANNOTATED BIBLIOGRAPHY ON ADMINISTERING CHANGE	1										X		X						X			X		
4. ANNUAL HANDBOOK FOR GROUP FACILITATORS	2				X				X												X	X		
5. (THE) ART OF JAPANESE MANAGEMENT	2												X	X					X			X		
6. ASSESSING TRAINING NEEDS	2	X			X						X					X					X	X		
7. BEYOND STRESS TO EFFECTIVE MANAGEMENT	3												X						X			X		
8. BRIDGING THE DISTANCE: AN INSTRUCTIONAL GUIDE TO TELE-CONFERENCING	3											X							X			X		
9. THE CHALLENGE OF THE RESOURCE EXCHANGE NETWORK: FROM CONCEPT TO ACTION	3											X		X					X			X		
10. (THE) CHANGE MASTERS: INNOVATION FOR PRODUCTIVITY IN THE AMERICAN CORPORATION	4				X								X						X			X		
11. (THE) CLIENT-CONSULTANT HANDBOOK	4	X											X						X			X		
12. COLLABORATION IN ORGANIZATIONS: ALTERNATIVES TO HIERARCHY	5				X														X			X		
13. COMMUNICATION OF INNOVATIONS: A CROSS-CULTURAL APPROACH	5									X	X	X							X			X		
14. CONFERENCE PLANNING (SECOND EDITION)	5					X							X						X			X		
15. CONSULTANTS AND CONSULTING STYLES	6	X			X																X	X		
16. CONSULTATION: A TRAINING PROGRAM	6	X																			X	X		
17. THE CONSULTING PROCESS IN ACTION	6	X																			X	X		
18. CONSULTING WITH HUMAN SERVICE SYSTEMS	7	X			X																X	X		
19. CORPORATE CULTURES: THE RITES AND RITUALS OF CORPORATE LIFE	7				X														X			X		
20. DEVELOPING HUMAN RESOURCES	7				X														X			X		
21. DEVELOPING MANAGERS THROUGH BEHAVIOR MODELING	8	X											X								X	X		
22. DEVELOPING SUPPORT GROUPS: A MANUAL FOR FACILITATORS AND PARTICIPANTS	8	X			X																X	X		
23. (THE) DYNAMICS OF PLANNED CHANGE: A COMPARATIVE STUDY OF PRINCIPLES AND TECHNIQUES	8	X			X						X										X	X		
24. EFFECTIVE MANAGERIAL LEADERSHIP	9												X	X					X			X		
25. ENTREPRENEURING: THE 10 COMMANDMENTS FOR BUILDING A GROWTH COMPANY	9				X								X	X					X			X		
26. FLAWLESS CONSULTING: A GUIDE TO GETTING YOUR EXPERTISE USED	9	X																			X	X		
27. GROUP DEVELOPMENT (SECOND EDITION)	10				X									X					X			X		
28. GROUP PROCESSES: AN INTRODUCTION TO GROUP DYNAMICS	10				X						X										X	X		
29. GROUPS AT WORK	11				X						X										X	X		
30. GROUPS: THEORY AND EXPERIENCE (SECOND EDITION)	11	X												X							X	X		
31. GUIDELINES FOR DEVELOPING TAILORED PROFESSIONAL DEVELOPMENT EXPERIENCES FOR LINKING AGENTS: A COLLABORATIVE EFFORT WITH THE NORTHWEST READING CONSORTIUM	11	X										X									X	X		
32. (A) HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING (EIGHT VOLUMES)	12	X				X															X	X		
33. HIGH OUTPUT MANAGEMENT	13												X	X					X			X		
34. HOW TO TRAIN AND LEAD A QUALITY-CIRCLE	13	X				X								X							X	X		
35. INCREASING LEADERSHIP EFFECTIVENESS	13													X					X			X		
36. IN SEARCH OF EXCELLENCE: LESSONS FROM AMERICA'S BEST-RUN COMPANIES	13												X	X					X			X		
37. INSTITUTIONALIZING INNOVATION: A STUDY OF ORGANIZATIONAL LEARNING SYSTEMS	14				X				X										X			X		
38. LEADER EFFECTIVENESS TRAINING (L.E.T.): ESSENTIAL TOOLS FOR SUCCESSFUL LEADERS	14											X	X	X					X			X		
39. LEADERSHIP	14													X					X			X		
40. LEADERSHIP AND AMBIGUITY: THE AMERICAN COLLEGE PRESIDENT	15										X			X					X			X		

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MAJOR AREA OF EMPHASIS: MANAGEMENT/ORGANIZATION DEVELOPMENT	Page Number of Annotation	Content Descriptors: T.A./Training/Consultation	Staff Development	Implementation	Organization Development	Workshop/Conference	Curriculum and Instruction	In-Service Education	Reports/Research	Dissemination/Diffusion	Org/Ed/Personal Change	Com/Tole/Networking	Management	Leadership	Parent/Community Involvement	Assessment/Evaluation	Cross-Cultural/Multicultural	Primary Audience-Target Group: Elementary/Secondary Education	Administrator/Executive	Adult/Continuing Education	Teacher/Trainer	Type of Material: Print	Monprint	Fiction
41. LEADERSHIP: WHERE ELSE CAN WE GO?	15					X								X					X			X		
42. LEARNING TO WORK IN GROUPS: A PRACTICAL GUIDE FOR MEMBERS AND TRAINERS (SECOND EDITION)	15	X																			X	X		
43. MAKING MEETINGS WORK: A GUIDE FOR LEADERS AND GROUP MEMBERS	16													X					X			X		
44. MANAGEMENT DEVELOPMENT AND TRAINING HANDBOOK	16				X								X						X			X		
45. MANAGEMENT DEVELOPMENT THROUGH TRAINING	17	X											X								X	X		
46. MANAGEMENT: TASKS, RESPONSIBILITIES, PRACTICES	17											X							X			X		
47. THE MANAGER'S GUIDE TO CHANGE	17								X		X		X						X			X		
48. MANAGING ASSERTIVELY: HOW TO IMPROVE YOUR PEOPLE SKILLS	18											X	X						X			X		
49. MANAGING CREATIVELY: A PRACTICAL GUIDE TO MANAGING YOURSELF AND OTHERS (SECOND EDITION)	18										X		X						X			X		
50. ORGANIZATION DEVELOPMENT: ITS NATURE, ORIGINS AND PROSPECTS	19				X														X			X		
51. ORGANIZATIONAL LEARNING: A THEORY OF ACTION PERSPECTIVE	19				X														X			X		
52. ORGANIZATIONAL PSYCHOLOGY; AN EXPERIENTIAL APPROACH (THIRD EDITION)	19				X								X	X							X	X		
53. (THE) PATH OF LEAST RESISTANCE: PREPARING EMPLOYEES FOR CHANGE	20										X		X						X			X		
54. PREPARING LEADERS TO ANTICIPATE AND MANAGE THE FUTURE	20										X			X					X			X		
PART I—SOCIETY AND EDUCATION: EDUCATIONAL MANAGEMENT FOR THE 80s AND BEYOND	20										X			X					X			X		
PART II—CRITICAL CHALLENGES FOR LEADERS WHO ANTICIPATE AND MANAGE THE FUTURE	20										X			X					X			X		
PART III—SKILLS, UNDERSTANDING AND ATTITUDES NEEDED BY LEADERS IN THE FUTURE	20										X			X					X			X		
PART IV—IMPLICATIONS FOR PREPARATION PROGRAMS AND IN-SERVICE PROGRAMS	20										X			X					X			X		
55. PRODUCTIVITY AND QUALITY THROUGH PEOPLE: PRACTICES OF WELL-MANAGED COMPANIES	21				X								X						X			X		
56. QUALITY OF WORK LIFE: PERSPECTIVES FOR BUSINESS AND THE PUBLIC SECTOR	21				X								X						X			X		
57. ROLE PLAYING: A PRACTICAL MANUAL FOR GROUP FACILITATORS	22	X				X															X	X		
58. STRATEGIC PLANNING: WHAT EVERY MANAGER MUST KNOW	22				X								X						X			X		
59. STRATEGIES FOR PLANNED CHANGE	22	X			X						X										X	X		
60. THE SUCCESSFUL PROMOTER: 100 SUREFIRE IDEAS FOR SELLING YOURSELF, YOUR PRODUCT, YOUR ORGANIZATION	23												X						X			X		
61. TAKING YOUR MEETINGS OUT OF THE DOLDRUMS	23												X	X					X			X		
62. TRAINING FOR CHANGE AGENTS: A GUIDE TO THE DESIGN OF TRAINING PROGRAMS IN EDUCATION AND OTHER FIELDS	23	X									X										X	X		
63. (THE) UNBLOCKED BOSS: ACTIVITIES FOR SELF-DEVELOPMENT	24												X	X					X			X		
64. UNBLOCKING YOUR ORGANIZATION	24										X		X						X			X		
65. UNDERSTANDING PEOPLE: MODELS AND CONCEPTS	25	X											X								X	X		
66. USING RESEARCH IN ORGANIZATIONS: A GUIDE TO SUCCESSFUL APPLICATION	25							X					X						X			X		
67. VISUALIZING CHANGE: MODEL BUILDING AND THE CHANGE PROCESS	25										X								X		X	X		
68. YOU AND I HAVE SIMPLY GOT TO STOP MEETING THIS WAY: HOW TO RUN BETTER MEETINGS IN BUSINESS AND INDUSTRY, GOVERNMENT, EDUCATION, RELIGION, HEALTH CARE, YOUR COMMUNITY	26												X	X					X			X		

1562s

1. ACTIVITIES FOR TRAINERS: 50 USEFUL DESIGNS

Mill, Cyril R. San Diego, CA: University Associates, 1980, 226 pgs.

Descriptors: Training; Multicultural; Management; Trainer; Print.

The collection of resource materials in this book has been prepared as a continuation of experiential learning. The collection contains a set of materials selected and refined to meet a variety of training needs. Activities in section one deal with group dynamics and laboratory training; part two activities address the training of trainers; part three activities are targeted to cross-cultural training; activities in part four focus on stress training; in part five the emphasis is on career planning for women; activities in part six are directed toward supervisor or management training; part seven presents activities for developing skills, and activities in part eight are appropriate for interventions when an organizational consultant is working with intact management groups such as during an off-site team building session.

2. THE ANDROGYNOUS MANAGER

Sargent, Alice G. New York, NY: American Management Association, 1981, 206 pgs.

Descriptors: Management; Leadership; Administrator/Executive; Print.

Sargent helps counteract the excesses of male and female sexism in this book and points the way to more productive management, improved job performance and better interpersonal relationships. Men are shown how to (1) communicate more effectively; (2) express personal feelings; (3) build support systems; (4) accept emotion and spontaneity; and (5) value work. Women are shown how to (1) take risks; (2) direct tasks; (3) develop skills in self-expression; (4) avoid self-limiting behaviors; (5) support other women; and (6) temper expression of feelings.

3. AN ANNOTATED BIBLIOGRAPHY ON ADMINISTERING CHANGE

Maguire, L. M. et al. Philadelphia, PA: Research for Better Schools, 1971.

Descriptors: Educational Change; Management; Administrator/Executive; Print.

This comprehensive annotated bibliography on the change process is divided into four sections: (1) overview of the change literature; (2) organizing for change; (3) planning for change; and (4) managing for change. Subsections include entries in comprehensive planning,

project management, problem solving models, research reports and management information systems. RBS developed the collection as a part of their Administering for Change program, which has as its goal the creation of an institutional change capability for local school districts.

4. ANNUAL HANDBOOK FOR GROUP FACILITATORS

Jones, John E. and J. William Pfeiffer (Eds.). San Diego, CA: University Associates, Inc., 1981, 296 pgs.

Descriptors: Reports/Research; Organization Development; Trainer; Print.

This is the tenth handbook in the series, which was developed as a basic resource kit for group facilitators around the world. The articles selected for inclusion reflect practice of human resource and organization development based on sound theory and valid research. All articles selected were able to demonstrate usefulness to practitioners.

5. THE ART OF JAPANESE MANAGEMENT

Pascale, Richard Tanner and Anthony G. Athos. New York, NY: Warner Books--Simon and Schuster, 1981, 333 pgs.

Descriptors: Management; Leadership; Administrator/Executive; Print.

In this book, Pascale and Athos offer their perceptions as to what has gone wrong with American management; they offer evidence to guide new research in managerial thinking. The authors make a strong case for what they see as the weaknesses in American management--an over reliance on analysis and technique and a failure to fit the application of technique into a broader, more complete and coherent concept of what enables organizations to perform in a superior way and endure over time. Pascale and Athos present a concept called the 7-S model, which represents a simple but powerful insight into what makes enterprise succeed. The model has been validated by a number of organizations through practical experience. The authors present a framework of management which blends thinking about styles, skills, staff and superordinate goals with notions of strategy, structure and systems into an interdependent reinforcing network. Numerous comparisons are made in the book between Japanese and American management practices.

6. ASSESSING TRAINING NEEDS

Brown, F. Gerald and Kenneth R. Wedel. Washington, DC: NTDS Press, 1974.

Descriptors: Training; Organization Development; Organizational Change; Assessment/Evaluation; Trainer; Print.

This book describes assessment of training needs as a process of information gathering to diagnose changing requirements of the organization and the people in it and to develop creative responses to the needs as they are discovered. Toward this end, this resource includes sections which discuss: (1) steps for planning assessment work; (2) sources and techniques of information gathering; (3) training strategies; and (4) survey questions.

7. BEYOND STRESS TO EFFECTIVE MANAGEMENT

Gmelch, Walter H. New York, NY: John Wiley and Sons, Inc., 1982, 227 pgs.

Descriptors: Management; Administrator/Executive; Print.

Gmelch writes about stress and management from the position of business and industrial executive as well as consultant and university professor. Using tables, diagrams, figures, anecdotes, examples of various life situations and self-assessment instruments, the author explores the worry and anxiety that are often a part of a manager's life. The book is written specifically for managers to help them and their employees build bridges over the barriers of organizational and personal stress.

8. BRIDGING THE DISTANCE: AN INSTRUCTIONAL GUIDE TO TELECONFERENCING

Monson, Mavis. Madison, WI: Instructional Communications Systems, 1978, 65 pgs.

Descriptors: Teleconferencing; Administrator/Executive; Print.

Presented in this resource are a number of techniques and strategies for effective teleconferencing including: (1) four steps to successful interactive teleconferencing; (2) four design components (humanizing, participation, message style, feedback); (3) a teleconferencing checklist; (4) leading teleconferencing meetings; and (5) a program evaluation checklist.

9. THE CHALLENGE OF THE RESOURCE EXCHANGE NETWORK: FROM CONCEPT TO ACTION

Sarason, Seymour B. and Elizabeth Lorentz. San Francisco, CA: Jossey-Bass Publishers, 1979, 283 pgs.

Descriptors: Networking; Leadership; Administrator/Executive; Print.

The primary aim of this book is to clarify the dilemmas of and obstacles to the development of networks both inside and outside formal organizations. Topics addressed in the book include: (1) problems and issues related to resource exchange network; (2) the significance of limited resources; (3) case studies of networks in action; (4) professionalism as an obstacle to network development; (5) issues of leadership and coordination; (6) defining a resource exchange network; and (7) coordination and resource exchange among formal organizations.

10. THE CHANGE MASTERS: INNOVATION FOR PRODUCTIVITY IN THE AMERICAN CORPORATION

Kanter, Rosabeth Moss. New York, NY: Simon and Schuster, 1983, 370 pgs.

Descriptors: Management; Organization Development; Administrator/ Executive; Print.

This book about the future of the American corporation was written by a professor at Yale University's School of Management who is also a leading advisor to many Fortune 500 companies on strategies for innovation, participation and productivity. Kanter believes the key to an American corporate renaissance is the development of "participation management" skills and environments which make possible the full use of new ideas that arise from within the corporation itself. Kanter contrasts "segmentalist companies" which bring narrow, compartmentalized thinking to corporate problems with "integrative" companies which provide an open, team-oriented environment and where innovation occurs throughout the organization. The author believes Japan does not hold the solutions to our management problems, but rather U.S. companies which successfully employ strategies to encourage innovative breakthroughs.

11. THE CLIENT-CONSULTANT HANDBOOK

Bell, Chip R. and Leonard Nadler (Eds.). Houston, TX: Gulf Publishing Book Division, 1979, 279 pgs.

Descriptors: Consultation; Management; Administrator/Executive; Print.

Twenty-one consultation experts tell managers how to choose, negotiate with and get maximum assistance from a consultant. The experts discuss: (1) the client-consultant relationship; (2) roles of the client and the consultant; (3) entry into the helping relationship; (4) diagnosis of and response to client problems; and (5) techniques for disengagement and closure.

12. COLLABORATION IN ORGANIZATIONS: ALTERNATIVES TO HIERARCHY

Kraus, William A. New York, NY: Human Sciences Press, 1980, 274 pgs.

Descriptors: Organization Development; Administrator/Executive; Print.

This book presents and analyzes the transformation of our organizational structures from competitive to cooperative value systems. It describes the character and values of the competitive/hierarchical bureaucracies as well as those which have a cooperative/horizontal configuration. Case studies are included in the discussion.

13. COMMUNICATION OF INNOVATIONS: A CROSS-CULTURAL APPROACH

Rogers, Everett and F. Floyd Shoemaker. New York, NY: The Free Press, 1971, 476 pgs.

Descriptors: Dissemination/Diffusion; Communication; Educational Change; Administrator/Executive; Print.

Represented in this resource is the integration of diffusion research with the scientific study of human communication. The book stresses communication concepts and frameworks in the analysis of the diffusion process. A series of generalizations are used as the basic structure for organization of the chapters. The book is directed to those social scientists with an academic interest in the analysis of communication and change as well as to change agents, who have responsibility to disseminate change and innovation.

14. CONFERENCE PLANNING (SECOND EDITION)

Burke, W. Warner and Richard Beckhard (Eds.). La Jolla, CA: University Associates, 1976, 174 pgs.

Descriptors: Conference; Management; Administrator/Executive; Print.

A second, updated edition to the first book on Conference Planning was developed as a result of three factors: (1) there are more conferences of all types than ever before; (2) there is a greater variety of conferences being held; and (3) there is increasingly more active participation by conferees. Therefore, to assist conference planners, the second edition of this book has categorized the articles according to different aspects of conferencing and has included sections on technology and specialized conferences. The papers in the second edition are more detailed and technical than the earlier articles and, in most cases, are built on the knowledge base established in the first book. Thus, the first edition has not been replaced, but rather, supplemented.

15. CONSULTANTS AND CONSULTING STYLES

Sinha, Dharni P. (Ed.). New Delhi, India: Vision Books 1979, 248 pgs.

Descriptors: Consultation; Organization Development; Trainer; Print.

This collection of articles is an effort to provide answers to the question of clients and colleagues, "What do behavioral science consultants do with individuals, groups and organizations?" Fifteen behavioral science consultants contributed to the collection which offers topics ranging from perspectives on consulting styles to the changing role of the consultant.

16. CONSULTATION: A TRAINING PROGRAM

Chasnoff, Robert and Peter Muniz. Westfield, NJ: Laboratory for Applied Behavioral Science, Inc., 1980, 18 pgs.

Descriptors: Consultation; Trainer; Print.

Described in this booklet is a training program entitled, "The Consultant and the Consultation Process"--offered as a graduate course or as a training workshop by the authors. Those who sign up for the course or workshop generally have primary responsibilities as consultants or trainers and take the course to increase their skills and knowledge of the consultation process.

17. THE CONSULTING PROCESS IN ACTION

Lippitt, Gordon and Ronald Lippitt. La Jolla, CA: University Associates, Inc., 1978, 130 pgs.

Descriptors: Training/Consultation; Technical Assistance; Trainer; Print.

The authors have spent almost three decades in the consultation role--a helping process the authors see as a collaborative problem-solving process in which the helper has as much chance to learn as those who are helped. In this book, the authors share what they have learned and offer their reflections, experiences and learnings from consultation in order to contribute to the needs of those who work with people, such as consultants, counselors, supervisors, administrators, advisors and others. Illustrative topics addressed in the book include phases of consulting; the multiple roles of the consultant; action research and evaluation; and the consultant's skills, competencies and development.

18. CONSULTING WITH HUMAN SERVICE SYSTEMS

Goodstein, Leonard D. Reading, MA: Addison-Wesley Publishing Company, 1978, 172 pgs.

Descriptors: Organization Development; Consultation; Trainer; Print.

Organizational consultation is presented in this book as a rapidly developing field of professional activity. Goodstein discusses the concepts and approaches of organizational consultation and reviews the steps involved in such interventions. He specifically considers the important differences between nonprofit and profit-making organizations; Goodstein suggests these differences hold major consequences for consultants who wish to be successful with either of these types of organizations.

19. CORPORATE CULTURES: THE RITES AND RITUALS OF CORPORATE LIFE

Deal, Terrence E. and Allan A. Kennedy. Reading, MA: Addison-Wesley Publishing Company, 1982, 196 pgs.

Descriptors: Organization Development; Administrator/Executive; Print.

Organization consultants Deal and Kennedy, like many business experts everywhere, found that corporations run on a tangible and explicit culture and not only on numbers. The authors studied, in great depth, the conference rooms and corridors of corporate America to find the key to excellence in business. They discovered that long-term prosperity in a company's culture depends more on the inner values, rites, rituals and heroes of the company than on financial planning, personal policies and cost controls. Deal and Kennedy conclude that the health of an organization is ultimately guaranteed when attention is paid to the rational aspects of management. The book offers explicit guidelines for helping individuals diagnose the state of their own corporate cultures as well as how to use the power of culture to wield significant influence on how business gets done.

20. DEVELOPING HUMAN RESOURCES

Nadler, Leonard (Second Edition). Austin, TX: Learning Concepts, 1979, 331 pgs.

Descriptors: Organization Development; Administrator/Executive; Print.

The field of human resource development (HRD) is fully explored in this book, a field described by Nadler as a group of activities in which the job, the individual and the organization are interacting as each develops and changes. Nadler discusses: (1) the historical background and functions of HRD; (2) activity areas of HRD; (3) the role of the developers; and (5) implications of HRD for the future.

21. DEVELOPING MANAGERS THROUGH BEHAVIOR MODELING

Robinson, James C. Austin, TX: Learning Concepts, 1982, 219 pgs.

Descriptors: Management; Training; Trainer; Print.

The author presents detailed guidelines in this book to help managers determine if behavior modeling fits their particular needs. Step-by-step instructions are offered for developing, implementing and evaluating behavior modeling programs. Robinson also analyzes the most common problems and errors associated with behavior modeling programs and offers insight into the solution of these problems. The book shows training directors how to make sure the interactive skills learned by managers during training sessions are taken back to the workplace and applied on the job.

22. DEVELOPING SUPPORT GROUPS: A MANUAL FOR FACILITATORS AND PARTICIPANTS

Kirschenbaum, Howard and Barbara Glaser. La Jolla, CA: University Associates, 1978, 70 pgs.

Descriptors: Organization Development; Consultation; Trainer; Print.

Presented in this book is the concept of humanizing work, learning and living as it is presently occurring in schools, industrial plants, social service agencies, clinics, businesses, religious institutions, counseling centers and other settings. Those persons involved in humanizing endeavors seek to (1) help individuals develop as whole persons; (2) make institutions more responsive to human needs; and (3) help individuals increase their sense of power over their lives. This manual assists in the development of personal and professional growth of individuals through the professional support group. The focus of the manual is on the learning and support that takes place within each group.

23. THE DYNAMICS OF PLANNED CHANGE: A COMPARATIVE STUDY OF PRINCIPLES AND TECHNIQUES

Lippitt, Ronald et al. New York, NY: Harcourt, Brace and World, Inc., 1958, 312 pgs.

Descriptors: Organizational Change; Organization Development; Consultation; Trainer; Print.

This book is considered by many to be a classic in the field of planned change. It presents a comparative study of the principles and techniques used by professional helpers concerned with change. Also discussed are such terms as change agent, client system, change forces, resistance forces, phases of change and methods of change. Illustrative examples are offered.

24. EFFECTIVE MANAGERIAL LEADERSHIP

Cribbin, James L. New York, NY: American Management Association, Inc., 1972, 264 pgs.

Descriptors: Management; Leadership; Administrator/Executive; Print.

This book is directed toward those line managers who need realistic guidelines they can use to improve their leadership capabilities. Research studies are presented to validate the guidelines. Topics discussed include: (1) the role and function of management; (2) the varieties of leaders and their levels of effectiveness; (3) selecting a managerial pattern; (4) motivating and understanding subordinates; (5) coping with tension; (6) business ethics; and (7) the manager-leader as a catalyst for change.

25. ENTREPRENEURING: THE 10 COMMANDMENTS FOR BUILDING A GROWTH COMPANY

Brandt, Steven C. Reading, MA: Addison-Wesley Publishing Co., 1982, 193 pgs.

Descriptors: Organization Development; Management; Leadership; Administrator/Executive; Print.

A major premise of this book is that change favors entrepreneuring. The book is based on the notion that our country's population, which is increasingly better educated and more environmental/energy conscious, will stimulate and support a continuing flow of new business opportunities. Brandt offers ten operating principles (commandments) for starting and managing a growth company. These principles are aimed at people involved with growth companies and are presented as mainline operating issues. The first three commandments cover key start-up issues. Commandment four shows how to prepare a business plan. Commandments five through eight cover everyday operating matters, and commandments nine and ten deal with professionalism.

26. FLAWLESS CONSULTING: A GUIDE TO GETTING YOUR EXPERTISE USED

Block, Peter. Austin, TX: Learning Concepts, 1981, 210 pgs.

Descriptors: Consultation; Technical Assistance; Trainer; Print.

The author has written this book specifically for individuals who are consultants (even if they don't call themselves consultants), as well as for both technical and nontechnical staff people. Block's beliefs regarding flawless consulting are a result of his conducting scores of Staff Consulting Skills Training sessions--workshops held for engineers, purchasing agents, personnel and organization development people, lawyers, financial analysts and auditors, systems analysts, health service professionals, nurses, corporate staff and planners and many others. People doing staff work for an organization where they work full time are termed internal consultants by Block. This book focuses specifically on internal consulting, offering illustrative examples, case studies, pitfalls and commentary. However, the concepts provided, the dilemmas and guidance presented are also applicable to the external consultant.

27. GROUP DEVELOPMENT (SECOND EDITION)

Bradford, Leland P. San Diego, CA: University Associates, 1978, 234 pgs.

Descriptors: Organization Development; Leadership; Administrator/ Executive; Print.

Bradford suggests that to be effective as an organizational leader, it is crucial to understand the dynamics of group behavior including the inter-relationships of group members and the effectiveness of group production. Organizational leaders also must know how to confront intra- and inter-group problems openly and directly. This revised edition of Group Development integrates theory and research with application. The author presents "what to look for and what to do" related to group development to help individuals better understand group behavior.

28. GROUP PROCESSES: AN INTRODUCTION TO GROUP DYNAMICS

Luft, Joseph. Palo Alto, CA: Mayfield Publishing Company, 1970, 122 pgs.

Descriptors: Organization Development; Organizational Change; Trainer; Print.

Luft feels that the field of group process, or group dynamics, is pre-eminently qualified as a field for scientific inquiry. The author believes the need to learn about human behavior in groups is greater and more urgent than at any other time in human society. In this book, Luft explores the emerging academic field of group dynamics, including basic issues in group processes, organizational behavior, interaction patterns and current trends.

29. GROUPS AT WORK

Zander, Alvin. San Francisco, CA: Jossey-Bass Publishers, 1977, 144 pgs.

Descriptors: Organization Development; Organizational Change; Trainer; Print.

Common problems that arise in the day-to-day work of organizations are analyzed by Zander in this book. The author looks at the vital issues of group life that have, until recently, been ignored by behavioral scientists. Some of these vital issues include the expulsion of a group member, the effect of secrecy on an organization, abrasiveness from subordinates, creating and enforcing new regulations and why groups set unrealistically high goals.

30. GROUPS: THEORY AND EXPERIENCE (SECOND EDITION)

Napier, Rodney W. and Matti K. Gershenfeld. Boston, MA: Houghton Mifflin Company, 1981, 527 pgs.

Descriptors: Technical Assistance; Consultation; Leadership; Trainer; Print.

This book is directed toward the broad spectrum of fields and courses interested in human relations including counselor education, training, group and social psychology, planned change, leadership development and decision making processes, business, nursing, communications and social work. The authors contend that the study of groups cannot be narrowly defined in terms of a particular area of academic learning and that information about groups can be applied in more than one setting. Therefore, the book is designed to help individuals understand group processes and improve their skills as group members or leaders. Topics such as the following are discussed as they apply to groups: (1) communication patterns; (2) the concept of membership and belongingness; (3) norms, pressures, deviancy; (4) leadership; and (5) humor.

31. GUIDELINES FOR DEVELOPING TAILORED PROFESSIONAL DEVELOPMENT EXPERIENCES FOR LINKING AGENTS: A COLLABORATIVE EFFORT WITH THE NORTHWEST READING CONSORTIUM

Butman, Jean W. and John E. Lohman. Portland, OR: Northwest Regional Educational Laboratory, 1978, 87 pgs.

Descriptors: Training; Networking; Trainer; Print.

This report presents guidelines for tailoring training materials to specific audiences and settings. Target audiences for the book include those persons involved in linking roles. Major topics addressed, in addition to the guidelines, include perspectives on disseminating change and the linking process.

32. A HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING (EIGHT VOLUMES)

Pfeiffer, J. William and John E. Jones (Eds.). San Diego, CA: University Associates, 1970-1981, various paging.

Descriptors: Training/Technical Assistance; Consultation; Workshop; Trainer; Print.

Each of the eight volumes in this series contains approximately two dozen structured experiences (exercises, games and techniques designed for experience-based learning) that have been used by group facilitators and trainers to help establish and increase human relations. The handbooks are written by practitioners for practitioners. The editors' intent in compiling these human relations training experiences is to share the training materials they have found to be useful in designing training events.

33. HIGH OUTPUT MANAGEMENT

Grove, Andrew J. New York, NY: Random House, 1983, 224 pgs.

Descriptors: Management; Leadership; Administrator/Executive; Print.

In this book, Andrew Grove, President of Intel, one of the nation's largest high technology companies, shares his skills and knowledge in the art of management. Intel was founded by Grove and others 15 years ago and is known for its technological genius as well as its outstanding success in management, marketing and finance. Grove offers step-by-step management techniques including: (1) how to adapt management style to specific individuals; (2) how to structure and get support for the decision-making process; (3) how to forecast group output; (4) how to delegate responsibility; (5) how to develop performance indicators; (6) how to use raises, bonuses and promotions to increase motivation and output; and (7) how to interview or talk someone out of quitting.

34. HOW TO TRAIN AND LEAD A QUALITY-CIRCLE

James, Roger G. and Aaron J. Elkins. San Diego, CA: University Associates, 1983, 183 pgs.

Descriptors: Leadership; Technical Assistance; Workshop; Trainer; Print.

This comprehensive set of materials, packaged in notebook form, serves as a training kit to help individuals function as effective quality-circle members and leaders. The quality-circle process is a group-building process; it helps leaders and other group members learn to work together as a unit to resolve problems in the workplace. The materials are based on active group participation and involvement rather than on lecture, film or other media. Therefore, the materials in the kit serve as a model for the quality-circle process.

35. INCREASING LEADERSHIP EFFECTIVENESS

Argyris, Chris. New York, NY: John Wiley and Sons, 1976, 286 pgs.

Descriptors: Leadership; Administrator/Executive; Print.

In this book, the author presents the theory of double loop learning, which is defined as learning to change underlying values and assumptions. The focus of double loop learning is on problems where definitions are not clear, are highly complex and ill-structured, exist over long periods of time and are central to the lives of adults. Argyris relates double loop learning to effective leadership; he shows how to develop a learning environment that helps individuals develop more effective theories of action to improve their leadership styles.

36. IN SEARCH OF EXCELLENCE: LESSONS FROM AMERICA'S BEST-RUN COMPANIES

Peters, Thomas J. and Robert H. Waterman, Jr. New York, NY: Harper and Row, 1982, 325 pgs.

Descriptors: Management; Leadership; Administrator/Executive; Print.

This book is a result of an in-depth study of management techniques to determine the secret of successful business practices. Waterman and Peters analyzed the effect of sophisticated equipment, state-of-the-art technology and meticulous, long-range planning and strategy on the success of well-known companies. The authors found eight basic practices were characteristic of successfully managed companies. The practices of excellent businesses include: (1) acting quickly and getting on with the job at hand-- "do it, fix it, try it"--; (2) listening closely and carefully to the customer, then responding with quality, service and reliability; (3) fostering many leaders and innovators throughout the organization; (4) treating the rank and file as the root source of quality and productivity gain; (5) maintaining a philosophy of achievement that is value-driven and using a hands-on approach; (6) staying close to the business and task at hand; (7) keeping top level staff lean and management simple; and (8) maintaining autonomy while holding fast to core values.

37. INSTITUTIONALIZING INNOVATION: A STUDY OF ORGANIZATIONAL LEARNING SYSTEMS

Jelinek, Mariann. New York, NY: Praeger Publishers, 1979, 162 pgs.

Descriptors: Reports/Research; Organization Development; Administrator/Executive; Print.

This book is based on field research regarding how organizations "learn," grow and innovate. Integral to the study is the Texas Instruments (TI) Company which, as described by the author, is a company which succeeded, grew, changed and planned and went about all those processes systematically. Jelinek suggests that TI, and other such successful organizations, created a "learning system"--something not described in the literature—to help them succeed. TI's practices built the successful approaches of past innovation into a systematic and controllable format. The OST (Objectives, Strategies and Tactics) System generalized from successful practice; it was empirically based on what had worked. The framework used for the development of the OST System is presented and discussed.

38. LEADER EFFECTIVENESS TRAINING (L.E.T.): ESSENTIAL TOOLS FOR SUCCESSFUL LEADERS

Gordon, Thomas. New York, NY: Bantam Books, 1977, 278 pgs.

Descriptors: Management; Leadership; Communication; Administrator/Executive; Print.

Gordon addresses his book to leaders of offices, companies, committees, clubs and other groups. He offers problem-solving techniques and communication skills to help individuals: (1) get people to work for them; (2) resolve conflicts; (3) develop team work; (4) make meetings more productive and enjoyable; (5) evaluate others; (6) increase their influence with superiors; and (7) raise productivity.

39. LEADERSHIP

Burns, James MacGregor. New York, NY: Harper and Row, Publishers, 1978, 530 pgs.

Descriptors: Leadership; Administrator/Executive; Print.

Burns demonstrates his position as political scientist as well as social philosopher. The author combines biography, history and politics in this book to probe the complexities, inconsistencies and interrelationships among the various parts of the American social,

political and economic systems. Burns analyzes the gestalt of the American political system and compares it throughout history with the political systems and revolutions of other countries. The author's aim is to explore and understand the complex nature of leadership as a first step toward generating it.

40. LEADERSHIP AND AMBIGUITY: THE AMERICAN COLLEGE PRESIDENT

Cohen, Michael D. and James G. March. New York, NY: McGraw-Hill Book Company, 1974, 270 pgs.

Descriptors: Leadership; Educational/Organizational Change; Administrator/Executive; Print.

During the 60s and 70s, American colleges and universities were in a continuous state of flux and unrest; campus demonstrations were the norm, financial situations were grim and the campus generated much unfavorable public attention. The role of the college president was dramatically changed during those years from a balanced role between mediative and authoritative to primarily mediative. However, college presidents are now regaining their positions of power and authority, even in light of uncertain goals, familiar but unclear technology and inadequate knowledge about who is attending to what. However, to maintain effectiveness as leaders, the authors suggest that college presidents must clearly understand the characteristics of their own settings. The authors analyze the modern college and university environment in order to study complex organizations and the people who run them. The result is illuminated understanding of both complex organizations and ambiguous leadership positions.

41. LEADERSHIP: WHERE ELSE CAN WE GO?

McCall, Morgan W. Jr. and Michael M. Lombardo (Eds.). Durham, NC: Duke University Press, 1978, 173 pgs.

Descriptors: Conference; Leadership; Administrator/Executive; Print.

Presentations made at a conference on leadership held at the Center for Creative Leadership in Greensboro, North Carolina are discussed in this book. After addressing the conferees, six social scientists known for their creativity were questioned and probed about the qualities of leadership by trainers, researchers and practitioners. Two themes related to leadership research emerged as a result: (1) there is a need for more variety; and (2) there is a need for a broader approach. In addition to presenting the text from the six social scientists, the editors analyze current leadership research and suggest possible directions.

42. LEARNING TO WORK IN GROUPS: A PRACTICAL GUIDE FOR MEMBERS AND TRAINERS (SECOND EDITION)

Miles, Matthew B. New York, NY: Teachers College Press, 1981, 341 pgs.

Descriptors: Technical Assistance; Training; Consultation; Trainer; Print.

Understanding group functioning is important, contends the author, as small groups are the most pervasive and crucial operating units of any society. Early socialization occurs through group interaction as well as task accomplishment, social support, adult learning, training, therapy, organization development and so on. This book focuses on the process of learning effective group behavior through carefully designed programs. It includes research findings related to group behavior, exercises for team development in organizational settings and suggestions for evaluation. Ethical issues are also explored.

43. MAKING MEETINGS WORK: A GUIDE FOR LEADERS AND GROUP MEMBERS

Bradford, Leland P. San Diego, CA: University Associates, 1976, 121 pgs.

Descriptors: Leadership; Administrator/Executive; Print.

The author contends that knowledge of the complexities of group interaction and appreciation of the dynamics of leadership behavior can do much to improve productivity in group meetings. Leaders face an array of challenges including how to deal with conflict, how to maintain control of a meeting, how to arrive at decisions, how to implement decisions and others. This book seeks to provide leaders with (1) an understanding of the nature and functions of leadership; (2) diagnostic skills to understand group behavior; and (3) skills to help group members become self-regulatory and self-developing.

44. MANAGEMENT DEVELOPMENT AND TRAINING HANDBOOK

Taylor, Bernard and Gordon L. Lippitt (Eds.). New York, NY: McGraw Hill Book Company, 1975, 650 pgs.

Descriptors: Organization Development; Management; Administrator/ Executive; Print.

When this book was first published, it was designed as a standard work of reference on the latest thinking and practice in management development and training, concentrating on the management specialists of organizations as primary audience. It remains a viable reference tool for managers today. The book consists of a collection of articles written by recognized scholars from around the world. More than forty contributors from a dozen countries in North America, Europe and the developing world are presented. The authors include

senior managers from major corporations, personnel specialists, university professors and consultants who have pioneered highly successful programs for in-company training and organization development. The book is divided into five parts: (1) Management Development; (2) Management Training Methods; (3) Management Training Programs; (4) Organization Development; and (5) Planning and Organization.

45. MANAGEMENT DEVELOPMENT THROUGH TRAINING

Watson, Charles E. Reading, MA: Addison-Wesley Publishing Company, 1979, 332 pgs.

Descriptors: Management; Training; Trainer; Print.

Watson directs his book to those who are concerned with designing and presenting classroom learning experiences for practicing managers and supervisors. Both theory and practice as they apply to management training are presented and discussed. The major focus is on key issues and problems faced by professional trainers and ways in which these problems can be resolved. Watson conveys the message that management education should be as much an emotional experience as a purely logical, intellectual process if it is to produce effective and sustaining changes in people.

46. MANAGEMENT: TASKS, RESPONSIBILITIES, PRACTICES

Drucker, Peter F. New York, NY: Harper and Row, 1973, 811 pgs.

Descriptors: Management; Administrator/Executive; Print.

Management as an organized body of knowledge is studied in depth in this book which addresses techniques of effective management as well as its tasks and requirements. The emphasis is on the accomplishments and results of effective management. Work, organization and approaches to culture and society on a worldwide basis are related to managerial tasks through case studies; examples of practicing managers tackling a specific challenge or job are offered.

47. THE MANAGER'S GUIDE TO CHANGE

Burack, Elmer H. and Florence Torda. Belmont, CA: Lifetime Learning Publications, 1979, 232 pgs.

Descriptors: Organizational Change; Management; Reports/Research; Administrator/Executive; Print.

Based on more than ten years' experience with change situations in a variety of organizations involving diverse organizational members, this book is a synthesis of literally hundreds of incidents in real-life organizations. It is also based on scores of studies conducted by knowledgeable researchers and practitioners. The result is a practical guide to help individuals increase their expertise in handling change. A special feature is the inclusion of exercises to assist individuals in applying key points and ideas to their own situations. The exercises serve as trial runs for applying what has been learned as well as for checking comprehension of the concepts presented.

48. MANAGING ASSERTIVELY: HOW TO IMPROVE YOUR PEOPLE SKILLS

Burley-Allen, Madelyn. New York, NY: John Wiley and Sons, Inc., 1983, 173 pgs.

Descriptors: Management; Communication; Administrator/Executive; Print.

The goal of this book is to help individuals increase their confidence and professionalism, deal effectively with job-related people problems, and express themselves without violating the rights of others. The author contends that good supervisors gain respect through honest, clear and direct self-expression--all part of the assertive approach to communication. The skills and concepts used throughout the book are those any supervisor can use to be more successful on the job.

49. MANAGING CREATIVELY: A PRACTICAL GUIDE TO MANAGING YOURSELF AND OTHERS (SECOND EDITION)

Pollock, Ted. Boston, MA: CBI Publishing Company, Inc., 1982, 272 pgs.

Descriptors: Management; Organizational Change; Administrator/Executive; Print.

Pollock bases the second edition of his book on four premises: (1) no one completely lives up to his or her own potential; (2) there is nothing more precious than a good idea; (3) successful management is nothing more than applied common sense; and (4) it is people who run companies. Therefore, the emphasis of Pollock's book is on the human element as it applies to management and productivity. The author holds a strong conviction that given the means, individuals are capable of doing their jobs more effectively and can realize greater personal potential. Pollock feels that if there is to be a reindustrialization of America in this decade, in addition to massive investments in machinery and equipment, the men and women who use these machines will have to be trained, motivated, directed and managed.

50. ORGANIZATION DEVELOPMENT: ITS NATURE, ORIGINS AND PROSPECTS

Bennis, Warren G. Reading, MA: Addison-Wesley Publishing Co., 1969, 87 pgs.

Descriptors: Organization Development; Administrator/Executive; Print.

This book is one of six in the Addison-Wesley Series on Organization Development (OD). The purpose of the series is to give a number of theorist-practitioners an opportunity to explain their own views of OD and their own styles in working with client systems. This volume is premised on the following: (1) certain unparalleled changes make it necessary to revitalize and rebuild our organizations; (2) the only viable way to change organizations is to change their "cultures"; and (3) a new social awareness is required by people in organizations. The six chapters in this book speak to the what and why of organization development and answer many of the most commonly asked questions. The issue of sensitivity training is also explored.

51. ORGANIZATIONAL LEARNING: A THEORY OF ACTION PERSPECTIVE

Argyris, Chris and Donald A. Schon. Reading, MA: Addison-Wesley Publishing Co., 1978, 344 pgs.

Descriptors: Organization Development; Administrator/Executive; Print.

The authors believe it is necessary to explain organizations as theories of action and not just as collections of individuals. In this book, Argyris and Schon present their intervention-oriented perspective on organizational learning. They explain organizations as theories of action which are maintained and transformed by individuals who occupy roles within organizational structures and exhibit various behavioral characteristics. The authors show how the behavioral world influences theories of action. They provide insight into future research on organizational learning.

52. ORGANIZATIONAL PSYCHOLOGY: AN EXPERIENTIAL APPROACH (THIRD EDITION)

Kolb, David A. et al. Englewood, Cliffs, NJ: Prentice-Hall, Inc., 1979, 496 pgs.

Descriptors: Management; Leadership; Organization Development; Trainer; Print.

In this book, general psychological principles are applied to the everyday world through a series of exercises that simulate social and organizational phenomena. The exercises help develop skills for group situations, including such skills as (1) observing; (2) self-insight; (3) understanding behaviors and motives of workers; and (4) adapting behavior to the requirements of a task and the needs of groups and individuals.

53. THE PATH OF LEAST RESISTANCE: PREPARING EMPLOYEES FOR CHANGE

Hultman, Ken. Austin, TX: Learning Concepts, 1979, 153 pgs.

Descriptors: Management; Organizational Change; Administrator/Executive; Print.

More than ever, today's managers must deal with their employees' resistance to change. Hultman provides on-line managers with key concepts to help them better understand human behavior, and therefore, understand resistance behavior. Also presented are techniques for preventing or reducing resistance to change. The author's intention is to increase managers' effectiveness in initiating change and gaining employee cooperation.

54. PREPARING LEADERS TO ANTICIPATE AND MANAGE THE FUTURE

PART I--SOCIETY AND EDUCATION: EDUCATIONAL MANAGEMENT FOR THE 80s AND BEYOND

Mackett, Muriel and Donald Steele.

PART II--CRITICAL CHALLENGES FOR LEADERS WHO ANTICIPATE AND MANAGE THE FUTURE

Hoyle, John R. and Lee R. McMurrin.

PART III--SKILLS, UNDERSTANDING AND ATTITUDES NEEDED BY LEADERS IN THE FUTURE

Cunningham, Luvern L. and Thomas W. Payzant.

PART IV--IMPLICATIONS FOR PREPARATION PROGRAMS AND IN-SERVICE PROGRAMS

Haskew, Larry D. and Allan L. Peakes.

Descriptors: Educational Change; Leadership; Administrator/Executive; Print.

The topic of helping educational leaders anticipate and manage the future is addressed in these four volumes, each jointly written by a professor and an administrator from the Task Force of the University Council for Educational Administration (UCEA) University-School District Partnership. The reports are directed toward individuals responsible for designing pre-service and in-service programs to prepare administrators in education. Additional audiences include educational policy makers and others involved in educational administration.

55. PRODUCTIVITY AND QUALITY THROUGH PEOPLE: PRACTICES OF WELL-MANAGED COMPANIES

Shetty, Y. K. and Vernon M. Buehler (Eds.). Westport, CT: Quorum Books, 1985.

Descriptors: Management; Organization Development; Administrator/ Executive; Print.

The specific strategies that have been profitably implemented in a number of well-managed companies such as IBM, Dana Corporation, Marriott, Honeywell, 3M, Delta, GTE and others are spelled out in Productivity and Quality Through People. This book is based on proceedings of quality and productivity conferences sponsored by Utah State University in 1983 and 1984 and contains insights of such internally renowned consultants as Thomas J. Peters, W. Edwards Deming and William G. Ouchi. The management techniques described in the book can assist those companies that are seeking ways to enhance productivity and quality for competitive excellence.

56. QUALITY OF WORK LIFE: PERSPECTIVES FOR BUSINESS AND THE PUBLIC SECTOR

Skrovan, Daniel J. (Ed.). Reading, MA: Addison-Wesley Publishing Co., 1983, 192 pgs.

Descriptors: Management; Organization Development; Administrator/Executive; Print.

The writings in this text are from the American Society for Training and Development (ASTD) Quality of Work Life (QWL) Task Force. The task force was convened in 1979 to study: (1) declining productivity in the workplace; (2) the Japanese challenge; (3) job enrichment; and (4) employee participation. Solutions to these critical issues, say many executives and human resource professionals, can be obtained through the implementation of quality of work life programs. The contributors in this book have created, implemented and monitored QWL programs and provide a wide range of answers to questions and concerns regarding QWL.

57. ROLE PLAYING: A PRACTICAL MANUAL FOR GROUP FACILITATORS

Shaw, Malcolm E. et al. San Diego, CA: University Associates, Inc., 1980, 202 pgs.

Descriptors: Training; Workshop; Trainer; Print.

Role playing, contends the author, is reality practice and action learning. Shaw explains role playing as involving realistic behavior under unrealistic conditions. Role playing helps individuals learn complex skills through repetition and reinforcement. Therefore, role playing is "learning by doing." This book addresses the purposes of role playing (informing, training, evaluating, modifying behavior) and is written for individuals concerned with the development of human relations skills, selling, interviewing, teaching, handling grievances, counseling and supervising. The authors also show how role playing has been used with good results in community affairs and commercial enterprises.

58. STRATEGIC PLANNING: WHAT EVERY MANAGER MUST KNOW

Steiner, George A. New York, NY: The Free Press, 1979, 344 pgs.

Descriptors: Management; Organization Development; Administrator/ Executive; Print.

This book offers a step-by-step approach to effective strategic planning, including designing and implementing a new plan as well as working with a plan that is already in operation. Steiner uses clearly displayed charts, tables and checklists for helping managers get organized and for evaluating their planning needs. Specific topics Steiner addresses include: (1) identifying, evaluating and implementing strategies; (2) designing planning systems; (3) developing clear objectives; (4) identifying human behavior factors; (5) learning how and when to make a situation audit; (6) understanding computer models; (7) applying business planning lessons to not-for-profit organizations; and (8) applying lessons of planning experience to planning careers.

59. STRATEGIES FOR PLANNED CHANGE

Zaltman, Gerald and Robert Duncan. New York, NY: John Wiley and Sons, 1977, 404 pgs.

Descriptors: Organizational Change; Organization Development; Training; Trainer; Print.

Paramount to this text are the issues of innovation diffusion and organizational change. The author describes the interaction between organizational dynamics and the dynamics of field work and suggests

that a change in the structure of an organization can influence how well that organization serves its clients. Therefore, change agents concerned with altering organizations must also understand the change process of individuals. The author presents basic principles of social change to stimulate readers to consider issues of change including resistance, problem definition, research and values.

60. THE SUCCESSFUL PROMOTER: 100 SUREFIRE IDEAS FOR SELLING YOURSELF, YOUR PRODUCT, YOUR ORGANIZATION

Schwarz, Ted. Chicago, IL: Henry Regnery Co., 1976, 223 pgs.

Descriptors: Management; Administrator/Executive; Print.

The author describes how to effectively use the media (newspapers, magazines, trade journals, radio and television) to reach and sell today's consumer. Schwarz pays special attention to the use of press releases, columns, publicity photographs and talk shows. He also tells how to (1) get free publicity; (2) create ads; (3) use newsletters; (4) work with mail-order; (5) use the advantages of small shopping centers; and (6) cut printing costs. Audiences for this resource include those individuals interested in promoting a product or service, as well as workers of organizations seeking funds, sponsors or volunteers.

61. TAKING YOUR MEETINGS OUT OF THE DOLDRUMS

Schindley-Rainman, Eva and Ronald Lippitt. San Diego, CA: University Associates, Inc., 1975, 100 pgs.

Descriptors: Leadership; Management; Administrator/Executive; Print.

In this book, the authors have assembled a set of tools and procedures for making meetings more participative. These resources were collected by the authors from scores of individuals who, for years, invented and tried out new techniques and methods for planning and conducting meetings. The principles of effective meetings gleaned from this group are presented in the book to stimulate further innovation. Optional strategies are also given to help individuals align their personal styles to specific meeting situations.

62. TRAINING FOR CHANGE AGENTS: A GUIDE TO THE DESIGN OF TRAINING PROGRAMS IN EDUCATION AND OTHER FIELDS

Havelock, Ronald G. and Mary C. Havelock. Ann Arbor, MI: Center for Research on Utilization of Scientific Knowledge, 1973, 249 pgs.

Descriptors: Organizational Change; Training; Trainer; Print.

The intended audiences for this book are change agents and trainers in all levels of human service areas where specialized resource helping and linking roles are being developed. The authors present a framework for the design of programs to train change agents in the skills of helping and in resource utilization. They also present some alternative models of training programs. The book provides trainers with an orientation to training content and structural issues before designing a program. It also serves as a reference on program components during the design phase. And finally, the book serves as an evaluation checklist after a program has been drafted and put into operation.

63. THE UNBLOCKED BOSS: ACTIVITIES FOR SELF-DEVELOPMENT

Woodcock, Mike and Dave Francis. San Diego, CA: University Associates, 1981, 298 pgs.

Descriptors: Management; Leadership; Administrator/Executive; Print.

Management training has undergone a revolution. The "academic" approach of a decade ago has been replaced by innovative management training which has increased its effectiveness, relevance and potential to be enjoyed. The result is that managers today value their training experiences to a greater extent as they are able to see applications to their working lives. Managers also tend to be influenced by their training experiences for longer periods of time. This resource has been designed as a workbook specifically for managers. The first part presents strategies for developing managerial competence--an inventory for determining personal blockages is given. Part two is comprised of 50 activities to help managers identify their own developmental needs and prepare to meet them.

64. UNBLOCKING YOUR ORGANIZATION

Woodcock, Mike and Dave Francis. La Jolla, CA: University Associates, 1979, 253 pgs.

Descriptors: Organizational Change; Management; Administrator/ Executive; Print.

The authors contend that much time and money is expended changing organizations without fully considering what is wrong with them in the first place. Woodcock and Francis have found that many changes are ill-conceived, rarely shared with those affected and seldom include follow-through procedures. In this book, the authors help individuals avoid those problems by identifying aspects of an organization that need changing through a blockage questionnaire. The questionnaire provides a way to collect data and helps individuals organize and focus their thoughts related to

organizational change. Practical activities are given to help managers gain insight into their organizations, to use as a part of an overall plan for change or to help managers deal with a particular problem.

65. UNDERSTANDING PEOPLE: MODELS AND CONCEPTS

Boshear, Walton C. and Karl G. Albrecht. La Jolla, CA: University Associates, Inc., 1977, 275 pgs.

Descriptors: Management; Training; Trainer; Print.

The authors present a number of models to help management consultants, trainers and group facilitators increase their effectiveness in the learning environment. Each model is offered as a self-contained learning experience, followed by the authors' suggestions about, and uses for, the model. The models are grouped around five topical areas: (1) individuals; (2) dyads; (3) groups; (4) organizations; and (5) problem solving. A final section of the book explores the general characteristics of models, the development and application of models and makes comparisons between them.

66. USING RESEARCH IN ORGANIZATIONS: A GUIDE TO SUCCESSFUL APPLICATION

Rothman, Jack. Beverly Hills, CA: Sage Publications, 1980, 229 pgs.

Descriptors: Management; Research/Reports; Administrator/Executive; Print.

This book on research utilization is designed to help managers recognize good information on management, know where it comes from and understand how it can be used. Rothman's premise is that evaluation research can be made more useful to managers if both managers and researchers pay attention to the process of research utilization. The author clearly describes this process, explaining how researchers can provide data that is relevant to managers and how managers can make better use of those data.

67. VISUALIZING CHANGE: MODEL BUILDING AND THE CHANGE PROCESS

Lippitt, Gordon L. La Jolla, CA: University Associates, Inc., 1973, 370 pgs.

Descriptors: Organizational Change; Trainer; Administrator/ Executive; Print.

In this book, Lippitt deals with the concepts, research and technology of change. He suggests that knowledge of the change process effectively allows individuals to become proactive in their social systems. Understanding change allows individuals, groups and organizations to (1) confront changes that are necessary or unnecessary; (2) adapt to new conditions; (3) learn from experiences; (4) move toward greater maturity; and (5) solve problems. In this context, Lippitt presents models that further the conceptualization of a problem or situation as well as models of human behavior; these models serve to increase an individual, group or organization's understanding of planned change.

68. YOU AND I HAVE SIMPLY GOT TO STOP MEETING THIS WAY: HOW TO RUN BETTER MEETINGS IN BUSINESS AND INDUSTRY, GOVERNMENT, EDUCATION, RELIGION, HEALTH CARE, YOUR COMMUNITY

Dunsing, Richard J. New York, NY: American Management Associations, 1978, 164 pgs.

Descriptors: Management; Leadership; Administrator/Executive; Print.

Dunsing explains how to improve the quality of meetings, reduce tedium, frustration and inefficiency and make meetings more productive and interesting. Through assessment of the unique qualities of a specific meeting situation, individuals can custom tailor a meeting to make it work. Dunsing talks about the inappropriate use of meetings, alternatives to meetings, underlying myths that reduce the effectiveness of meetings, psychological games participants at meetings play and fantasies that keep participants from changing their unproductive behavior.